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These 19 articles on school-public library cooperation have appeared in library and education periodicals or conference proceedings. Topics covered include: the problems and opportunities of library service to students: various relationships between school and public libraries: aspects of library cooperation in general: and descriptions of specific library programs. including projects funded by the Library Services and Construction Act (LSCA) and the Elementary and Secondary Education Act (ESEA). A leaflet on library cooperation. prepared for teachers and librarians by the Westchester Library System. is also included. and a list of 24 suggested additional readings is appended. (JB)

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Towards a Common Goal

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School-Public Library Cooperation

Selected Articles

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Library Development
Albany, New York 12224

TOWARDS A COMMON GOAL

School-Public Library Cooperation

SELECTED ARTICLES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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Albany, New York 12224

March 1968

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From *Top of the News*, December 1963

Library Service to Students

Ruth Warncke *is an Associate Professor at the School of Library Science, Western Reserve University. While originally addressed to the Association of New Jersey Library Commissioners at Sommerset, New Jersey, the speech reprinted here should remind all of us what the "S" really means in our organization names.*

Most speeches you and I listen to these days start, you might say, explosively. They deal, in one area, with explosions of bombs, and, in another, with the explosion of population, of knowledge, and of printed and non-print materials. I shall assume, with safety, that you are all perfectly aware that more people need more knowledge today than ever before; that more materials exist through which they can gain such knowledge; and that libraries and other educational institutions are being forced to seek more funds and new methods of organizing the materials and making them accessible to the people who need them.

I find no pleasure in contemplating anything connected with the explosion of bombs. The explosions we are concerned with, however, seem to me to have their pleasant aspects. One of these is our emphasis on the word "student."

At the American Library Association conference in Chicago in July, two and a half days were spent discussing student needs for library service. "Student" was broadly, but accurately, defined. A student is anyone who is seeking knowledge in a purposeful way. The children in elementary and high schools qualify. So do the students in colleges and other institutions of higher learning. So do adults who are engaged in any sort of group learning. The people who are enrolled in adult education classes qualify, of course. So do those who belong to a study group in church, or to an organization such as the League of Women Voters, or a men's service club that has an educational purpose.

Many people set their own educational goals, and are, therefore, students. The policeman studies for civil service examinations; the factory worker studies to be able to qualify for promotion; the teacher studies to be able to teach more effectively; the mother and father study to become better parents; the citizen studies to become a better informed voter; the businessman studies to understand the market, or to improve his product or service. Any one of us studies to become a more fully developed person --whether we study philosophy for self-understanding, or photography to increase our pleasure, or do-it-yourself projects to increase our skills and extend our budgets. Even children, apart from their school-motivated studies, set their own goals and become students in other fields. The child who tries to learn to take care of his rabbits or to know all he can about space is a self-propelled student.

It is a happy thing that in this troubled century we see more people wanting and needing to know more, and straining the resources of schools and libraries in their roles as students. We who are responsible for serving them suffer a little from the strain, but I think we are all secretly pleased to be in such great demand.

Traditionally, the school has been responsible for providing the materials a student needs to pursue his curriculum studies. Those materials may be blocks in the kindergarten, or chemicals in the laboratory, or basketballs in the gymnasium, or books and periodicals and films and filmstrips in the library for the use of all classes. Unfortunately, it is often easier to get the blocks and chemicals for the use of a few students than to get the library materials for the use of all.

Traditionally, too, the public library has been responsible for providing the materials the student of any age needs to pursue his self-motivated studies, as well as those he needs for his random explorations. Let me distinguish between these. *One is not less important than the other.* The teenager or adult who is in love with sports cars really studies. He comes to the public library regularly and takes everything he can find on these trimmed-down, speeded-up vehicles. When he encounters terms he doesn't understand, he looks them up. He will plow through material his teachers and colleagues swear he cannot read—and will understand a great deal of it. He may pursue this self-motivated study until he is an expert who astounds the exhibitors at the automobile show with his knowledge, or he will suddenly be satisfied with what he knows, little though it may be, and cease this purposeful study.

On the other hand, a child or adult may have no clearly defined goal —just a persistent ache to know. He reads a sea story today, a book on Eskimos tomorrow, and next week says plaintively, "Do you have any good books?" Everyone needs to explore this way. How else will he know what will eventually engage his attention more fully? He may be seeking for something only half-realized, aesthetic enjoyment, or spiritual sustenance, or the key to the questions, "Who am I?" and "Why am I here?" Even when he finds a goal—maybe through the book on Eskimos he develops a desire to know all he can about the Arctic Circle, or Eskimo handcrafts—he will not cease to need to wander in many realms.

I said that the allocations of these responsibilities were traditional. They seem also to me to be sound. They have become obscured for any number of reasons. One, of course, is money. The harried school superintendent never has as much as he needs to develop an ideal instructional program. He is often forced to crowd children into inadequate space, to get along with too few, or inadequately trained, teachers. He buys the blocks and the basketballs because he doesn't see any other way to get them. But when it comes to other instructional materials, he sees a way out. There is the public library. Why must he provide a library when the children can go to the town library, or, better still, have the bookmobile come to the school door?

Another reason for the obscuring of these responsibilities has been the devotion to service of public library staff members and commissioners. They see children without the materials they need to pursue their curriculum studies. They recognize the seriousness of the situation, and they accept a responsibility which is not really theirs.

Such acceptance rings with nobility. It is hard to be critical of it. There is, however, another side to the picture. When the public library accepts responsibility for the school-motivated student, it must, in effect, shirk its responsibility for the self-motivated student, and the random explorer, particularly the adult. The child may find in the curriculum-oriented materials some of what he needs to satisfy his personal intellectual curiosity. The adult, however, will not.

This thesis presupposes that the allocation of funds to the public library is intended for service, within the terms of the public library's responsibility, to the entire community. If greatly intensified and expanded service is given to one segment of the community, the rest of the community must do with less.

Definition of Staff Responsibilities

Thus far, I have spoken only of materials. We all know that materials are the basis of library service, but that staff is necessary to select and organize them, and, above all, to enable people to select and use them effectively. Both the harried superintendent and the generous public library staff members and commissioners are in serious error when they assume that a public library staff can serve effectively in providing school library service.

A school librarian is a qualified member of the instructional faculty of the school. He must know as much about the curriculum as the principal does. He must know the students personally and must be able to assess their capacities to read and to learn. He must know the teachers, their aspirations, their methods, and their needs. No public librarian, well-trained, dedicated and efficient as he may be, can have this depth of knowledge of any single school or school system. He cannot be at the school when he is needed—all day, every day. Whatever he accomplishes in selection of materials and guidance in their use will of necessity be superficial, or, worse, erroneous.

On his own ground, the public librarian can be helpful to the individual student, whether his need is motivated by the school or by his own questioning spirit. Public librarians do not, and I hope they never will, ask, "What prompts your request?" They feel, however, a deep frustration when they are expected to give a substitute for, rather than a supplement to, school library service.

When Johnny says "We're studying weather. I want to know about the mercury in the thermometer," what is the public librarian to do? He finds books that he is pretty sure Johnny can handle and will enjoy. He does not know—and cannot know—how far the class has gone, what the teacher's goals are, how much instruction will be forthcoming. If he is supplementing the work of a school librarian and the carefully selected collection of materials in a school library, he can feel confident that whatever he can do for Johnny will enrich his understanding, and both Johnny and the public librarian can feel satisfaction. And what is he to do when forty Johnnys and Marys stand before him, all with the same request?

It is all very well to talk about defined responsibilities, and what is needed to give genuinely good library service in the school library and the public library. The fact of the matter is that, at this particular point in history, the combined resources of school and public libraries in most communities are not adequate to serve the needs of elementary and high school students; that some high schools and many elementary schools have no libraries at all; that because the adults in the community stay away rather than protest against inadequate public library materials and service, less and less is being provided for them.

What do those of us who are committed to the development of good library service do? Through the years, we have tried a thousand compromises, none of them really satisfactory. In county libraries, the problem has been most accute, and the demands made by the school most persistent. Some county library staff members and commissioners have simply yielded. The bulk of the money and time available to them has been allocated for service to schools. Their bookmobiles have called at schools, loaded with school materials, except in the summer, when the adults have had some opportunity for service. In the branches they have had large collections for children, often curriculum-oriented collections, and, consequently, smaller collections for adults, and, for the children, less diversified collections than they should have.

In other county libraries, the personnel have tried to deal with their total responsibilities while doing their best to make it up to the students for the lack of curriculum materials and service in the schools. They have lent collections to the schools. They have in some cases helped the schools in the development of school library service. They have worked with those teachers who were willing to cooperate, trying to help them with the resources properly available in a public library.

In other counties, a financial arrangement has been made whereby the schools contribute to the expenses the public library incurs in trying to give school service. Where the schools have librarians, such contract arrangements, based on realistic financial appraisal, are satisfactory. The school and public librarians work together on materials selection. The county library orders and processes all the books, and delivers the school's orders to them. The school librarian can call on the county library for special collections in time of need. Because the county library is reimbursed for all of the expenses involved in the school service, service to the non-school public is in no way diminished. Best of all, the direct service given at the school to students and teachers is informed and appropriate, coming as it does from a member of the school's faculty, a qualified librarian.

You are facing problems here, or you would not have invited me to talk to you. I wish I had a magic formula to offer you that would solve all of your problems overnight. Probably a million dollars would be the best talisman to offer, and, as you may have suspected, I don't have it.

I do have something to offer, however. It sounds a little obvious. It will solve no problems overnight, but it has a good chance of solving them over the long haul. It is not easy to do, and success is not guaranteed. If we go on without trying it, we have no chance of success at all. Our county libraries will become school rather than public institutions, providing poor-to-mediocre school service. The schools will not develop the excellent school library service their students need. Every single individual in our communities will be deprived of the opportunity his libraries should give him—the opportunity to pursue his educational goals, whatever motivates them, to the full, through access to appropriate collections and the service of appropriately trained librarians.

The Problem of the User

What do I suggest? Simply this: that librarians, educators and other interested citizens get together to consider the problem of the user. Note that I did not say the problem of the library, or the problem of the school. I said the problem of the user. The term "user" is broad. I do not mean only the person who is now using a library. I mean all the persons who will use libraries when the services and collections are suited to their needs, and they have been informed of the profit and joy they will experience in using them.

When I say "get together," I am not referring to a big meeting with speeches and buzz groups that run for thirty minutes. I mean a long series of conferences and interviews and discussions. I mean genuine involvement of the participants. They must be willing to study, and to listen, and to think, and to compromise occasionally, and to experiment, and to report, and to try again.

Everybody's business, of course, is nobody's business. Someone must take leadership. I submit that county library commissioners are excellently equipped to lead in such an enterprise. Let me tell you why.

First, the commissioners represent all of the people in the county. Their allegiance is not to one town, or one school district, or one educational or financial level. Secondly, in accepting their appointments, they have declared themselves as dedicated to public service and to educational goals. Thirdly, they are laymen, not librarians or professional educators. If a few of them are of such professions, they are members of the commission not in these roles but in their roles as lay citizens. They themselves are users and potential users and can be expected to understand the user's point of view.

A board of commissioners who want to undertake a program leading toward the solution of the user's problems will, I think, want to begin rather quietly. Their first job, I think, is self-examination. Do they understand their responsibility to all the potential users of the county? Do they understand what constitutes effective public library service for those users? I would think that they would re-read *Public Library Service: a Guide to Evaluation with Minimum Standards.* I would expect that they would want to note in what ways they are not now meeting those standards—not in guilt, or despair, but in a spirit of realistic appraisal.

Next, I should think they would want to study *Standards for School Library Programs,* in order to understand what the school user is entitled to if he is to have a satisfactory educational experience. And then, I think the commissioners would want to read the report in the *ALA Bulletin* for September 1963 on the "Conference Within a Conference" which was held by the American Library Association this summer. Here he will find a summary of the deliberations of 4,000 librarians and trustees and ten recommendations that came out of these deliberations on the student use of libraries.

Some of these recommendations concern the American Library Association, the U. S. Office of Education, state library agencies, and state library associations. But when Mr. Lowell Martin, who summarized the findings, selected four essential first steps, he directed one at the people on the firing line.

He suggested "That individual localities establish an advisory committee on student reading needs, composed of librarians and trustees, school administrators and board members, teachers, and other citizens to open lines of communication . . . and to take as its first activity a survey of resources now available locally for students."

I put in the words "trustees" and "school board members." I doubt if Mr. Martin omitted them intentionally. As we often do, he probably used "librarian" and "school administrator" as generic terms, inclusive of the policy-making as well as the administrative personnel. As a librarian, I learned long ago that when we were dealing with a community-wide problem, the trustees or commissioners were far more effective than I, providing we worked together at the task, with the staff providing much information and a lot of leg work, and the commissioners providing much knowledge of the community and the voice that will be listened to by their fellow citizens.

Therefore, when the commissioners who have decided to become leaders in solving the problems of the users have done their own homework, they will be ready for the formation of the advisory committee.

Before that committee comes into being, however, a lot of communication must take place. The school people will serve on the committee, and make recommendations for others to serve, more willingly and more effectively if they know in advance what it is all about. A few informal interviews between commissioners and school board members and between commissioners and superintendents and a few talks between librarians and principals and teachers will help. Generous purchase and distribution of school library standards and public library standards and reports of the Conference Within a Conference will be useful.

I hope that the broad definition of "student" will not be forgotten when the advisory committee is set up. The college faculty and librarians must not be forgotten, nor the adult educators. Businessmen, ministers, civic-minded women, all of whom are students in their own right, must have a part in this. A few young people would have much to contribute.

I hope also that the library commissioners will be the ones to set the tone. They will make sure that the committee examines all student needs. What do people need—a great number of copies of some titles, or a wide variety? Are they in need of periodicals, or books, or films? Do the materials exist anywhere in the area? Who can use them, and when?

The commissioners will make sure that an open-minded study is made before the problems of the institutions are examined. They will not let the inquiry be stopped by such statements as, "But the school board has no money," or, "The library does the best it can, but we are swamped with school requests." Let these problems rest for awhile. We have had them for a long time. We can bear with them for a while longer. Complaining about them only delays their solution.

When an advisory committee knows the needs of all kinds of students and the resources available, then the time will come for determining priorities. What must be done first? By whom? What will the institution need to be able to do the job?

No board of commissioners and no advisory committee will work magic with a study, but without a study they will work nothing. The study will have to be used—for justification for increased funds, perhaps; for clarification of responsibilities; for public support of better services; to motivate the development of new patterns of service.

Now let's be practical about this community-wide approach to a major problem. An advisory committee needs some travel money, and some money for consultant help, and for telephone bills and paper and printing. Libraries and schools can always squeeze out a little—but very little. I think if such a committee outlined what it wanted to do, it could get the funds it needs. Local foundations, industries, and people of private wealth would be willing to help with a job of this importance. It wouldn't take much—a few hundred dollars, to start. Or you can start for the price of the letters of invitation. Let us say a few hundred dollars to get on with the job—and cheap at the price.

Now what is likely to come out of all this? I can tell you what *won't* happen: If your county library is giving more service to school children and young people than to any other segment of the population it will not be immediately relieved of this burden of responsibility. If it is below standard, it will not suddenly meet standards. If your school libraries are inadequate, they will not be top notch tomorrow.

What *will* happen is this: All of the institutions that share in the total responsibility for library service to students of all ages will have looked, together and objectively, at the problem. Everyone will understand more clearly the responsibility of each institution and the problems of each institution. They will have together constructed a set of goals and of guidelines to reach the goal. When the governing body of any institution takes any action it will be in relation to meeting the total need, not in trying to shift responsibility. A number of such actions will total a whole greater than the sum of its parts. Action will be coordinated and positive—and the student users will gain.

Mr. Martin, in Chicago, warned us that whatever the student load is today, it will double in the next several years. Even if there is a community where every student—curriculum-motivated or self-motivated—is enjoying the library resources and services he needs, that community has a problem hanging over its head. Most communities are deep in a problem that is about to become twice as difficult.

The people of America want and need to know. The libraries—public, school, and college—have been established to meet their needs. At the moment, what we have to offer is inadequate. Unless we define responsibilities and increase the total resources and services available, the people who thirst will go dry, and the public money spent for library service will have been wasted in an effort that produces only inadequacy and mediocrity.

In your hands as commissioners of county libraries in New Jersey lies a great opportunity. I hope you seize it, and live to enjoy the satisfaction that will come when by your efforts the whole community is working to develop collections and services that will make the world of knowledge accessible to all.

From *Library Journal*, October 1, 1964.

EDITORIAL

A Book in Hand . . .

It is a fair estimate that the nation's libraries now buy at least $150 million worth of books a year. It is not an estimate but a fact that the individual reader still cannot, with any reasonable degree of certainty, expect to be able to obtain, easily and quickly, a copy of any book (even one published in the US) from a library somewhere within the geographical area in which he lives.

There are two probable reasons for this state of affairs. First, that a number of librarians do not believe this kind of "comprehensive" service either possible or desirable. And second, that our libraries, in the main, still operate in most essentials as isolated, individual units, despite all the talk about cooperation.

Interlibrary loan does not, and will not, alone provide a solution. British libraries discovered this after many years of operating a nationwide system of regional library bureaux designed to make interloan effective. They found that still some new books were being missed by everyone, and some old books were being discarded by everyone. There are two other major deficiencies of total reliance on an interlibrary loan system: 1) it is frequently (usually) too slow for the reader who needs an item urgently; 2) the larger libraries, already overburdened in other respects, carry the brunt of the work, responsibility, and cost.

About 15 years ago the libraries of London pioneered the first of Britain's "subject specialization" schemes. It was so successful that several other regions quickly followed suit. And within ten years, all the regional systems (12 of them, covering England, Scotland, and Wales) got together to form an inter-regional coverage scheme — a sort of national overlay on the existing local schemes.

There are two elements to these systems: 1) the acquisition of all new books published in Britain; 2) the preservation of the last copy of any older book within the defined system. And there is a third element — the mechanism that makes everything else possible — the *British National Bibliography*.

It is the classified (Dewey) arrangement and the near-total coverage of the *BNB* which have provided the framework of all these British cooperative schemes. The libraries which have decided to cooperate within a region divide responsibility for the current publishing output on the basis of specified sections of the Dewey classification. Each library then buys, for the benefit of the region, one copy (over and above its own normal needs) of every book classified within its allocated section by the *BNB*. Preservation of last copies operates on the same basis, other libraries in the region notifying the "subject specializing" library before withdrawing any books within that library's specialty section of the classification.

We have often wondered why similar systems have not emerged here. Because of the varying densities of population (and libraries) the size of the organizational areas would probably have to vary considerably, but it surely could be done, in most cases, at least on a statewide basis, and in some cases at a more local (and thus more frequent) regional level. And we have at hand a tool which, like the *BNB*, would make the system easy to operate, in the *American Book Publishing Record*, which provides a monthly, Dewey-classified, list of currently published American books (we know it sounds like a plug, but it *is* the nearest equivalent to *BNB* in this country).

What are the advantages of such a scheme? Most important is the potential improvement in service to the reader. He could be sure that the book he wants is available somewhere in a not too distant library, and he would have a better chance of obtaining it quickly. The library, in an urgent case, could bypass the usual interloan machinery and simply telephone the library in whose subject specialty the book falls.

The larger libraries would still, of course, have to take the largest burden with responsibility for the most populated areas of the classification, but at least all libraries involved would share some part of the responsibility and cost. This would probably work out more equitably than present interlibrary loan burdens.

The cost need not be as fierce as it looms in some imaginations. If one estimates the annual American publishing output as about 25,000 volumes, and averages these out at $5 per title, the outlay necessary to insure one copy of every book in a cooperative system is only $125,000. In many cases, the purchase of any extra copies would be unnecessary, but even if one takes the whole

(Continued on p.14)

From *Proceedings of the Eighth Institute on Public Library Management*, Wisconsin Free Library Commission, 1961, as reprinted in *Idaho Librarian*, January 1965.

How Do the Public Library and the School Library Supplement and Compliment Each Other in Providing Services for Children, Youth and Young Adults*

MARY HELEN MAHAR
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If you have reviewed the literature on Public Library-Public School relationships, you know that the same principles on this subject have been enunciated many times, and supported by both school and public librarians, school administrators, and public library boards of trustees, in publications, policy statements, and official committee reports of state and national organizations. Nevertheless, this relationship and its ramifications remain persistent issues. As with all principles, practice takes time to catch up, and new problems arise which revive the need for renewed discussion and exploration of the principles.

As a starting point, let us consider a new policy statement which briefly states these accepted principles in relation to current problems in school and public library relationships. This policy statement was developed by the Committee on School Library Services of the Study Commission, Council of Chief State School Officers. The Study Commission is composed of designated representatives from state departments of education, and is concerned with developing policy statements in various areas of state department of education responsibilities. The policy statement was approved and published by the Council of Chief State School Officers. It is written from the point of view of the state department of education, and does not attempt to define responsibilities of state library agencies. However, it is a useful summary statement:

"The state department of education should:

Develop co-operative relationships with public libraries.

State departments of education and state library agencies, especially when legally separate organizations, have been troubled by contradictions in philosophy concerning service to school libraries and have expressed the need for clear principles in this area of administration.

The following principles apply:

a. The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community.
b. Public library service—including service from state, regional, county, and community libraries — may supplement but never supplant the school library. Service which replaces the school library impedes the development of school libraries to the detriment of service to teachers and pupils and tends to separate library materials from instructional programs.
c. The school has the primary re-

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*Paper from *Proceedings of the Eighth Institute on Public Library Management: Public Library-Public School Relationship*, Wisconsin Free Library Commission, Madison, February 27, 1961. Reprinted by permission of the author. ....

sponsibility for instruction and guidance of children and youth in the community in the use of libraries. The program of library instruction, directed by the school librarians, has the broad purposes of teaching library skills adaptable to all types of libraries and for encouraging pupils to use libraries for continuing self-education. School librarians, teachers, and public librarians should co-operate in planning instructional programs in the use of libraries for educational and recreational purposes.

d. Co-operative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, public librarians, and other community leaders concerned with youth.

These principles apply in urban and rural communities and to both elementary and secondary schools. In urban and other nonrural communities, the recent tremendous increase in the number of students using the resources of community libraries has pointed to the need for co-operative planning by school, college, and public library administrators concerning library services to students within the same geographic areas. In rural communities, school boards, administrators, and school librarians are moving toward the development of school library service from intermediate units under the administration of boards of education.

State library extension agencies, primarily concerned with public libraries, have gradually withdrawn direct service to schools as their programs have matured and as boards of education have become able to support and administer school libraries. In some states with undeveloped school library programs, direct service from state library extension agencies to schools still exists. However, in these states, the principles of school and public library relations should be applied as soon as possible, and the full responsibility for state-level services to school libraries should be assumed by state departments of education."

Before we discuss these principles in terms of the complementary and supplementary functions of school libraries and public libraries, let us review briefly the basic reasons for renewed concern with school and public library relationships:

1. New emphasis in teaching methods on the use of many materials, particularly in the areas of science, mathematics, and foreign languages, but in all subject areas.
2. The inability of school libraries —many of them substandard in resources — to meet these new demands.
3. The shortage of professional personnel for both school and public libraries to serve rapidly increasing school and community populations
4. The lack of communication between librarians and governing boards of schools, and public libraries

The first principle of the policy statement needs examination to point up complementary functions of school and public libraries in providing services for children and youth: "The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community."

Broadly speaking, the school library and the public library serve the educational needs of the schools and the community. When students enter the public library, they do not divest themselves of their status as school pupils; the fact that they are community members entering a community educational institution does not automatically change their interest in fulfilling school assignments.

It would be very convenient if we could separate curriculum-stimulated requests for library service from other types of motivation in the use of libraries, but curriculum includes not only the three R's and factual information but the reading of modern poetry, fiction, and biographies, acquiring understanding of the problems of modern society, the study of art and art forms, the development of interest and competence in recreational pursuits — like reading, photography, painting, music, and, in general, the education of each child to his full potential. To separate the functions of types of libraries by curricular and noncurricular needs, therefore, is a dubious distinction, and leads only to further confusion.

We might solve the problem by simply making school libraries so well stocked and open for such long hours that students would never need to use the public library, but we have acknowledged generally these basic purposes of the school:

"Teaching library skills adaptable to all types of libraries and encouraging pupils to use libraries for continuing self-education." What is the basis, therefore, on which we establish the complementary functions of school and public libraries?

First of all, as a library profession, we must acknowledge the fact that the primary responsibility for service to school pupils rests with the school and the school library, and then, as a profession, work with school boards to make it possible for school libraries to meet these responsibilities. The implementation of the new ALA standards for school libraries, in **Standards for School Library Programs**, needs the support of the whole library profession, just as we expect the whole library profession to lend support to standards for public libraries. Then we must establish and maintain lines of professional communication between school boards, administrators, teachers and librarians, on the one hand and public library boards and librarians on the other, in communities. By such active and purposeful communication in each community we can determine:

1. The educational purposes of the school and community library
2. The nature of the school library collection, which does not differ in type of material, but in emphasis, from the public library collection
3. The books and other materials which the school library must provide, and the books and other materials which the public library should provide to serve children and youth of the community (Duplication may sometimes be necessary and desirable.)
4. The hours which the school library and the public library should be open to serve children and youth, in terms of local conditions, such as accessibility of libraries, and transportation, as well as the changing organization of instruction within schools (See Trump, **Images of the Future**, for new concepts in the utilization of staff and organization of instruction in secondary schools.)
5. The amount and kind of in-serv-

ice education in the use of library materials which teachers require

6. The kind of co-operative program in library instruction and library experiences needed by school pupils
7. The services which the school library and the public library can provide in professional materials for teachers

When both school libraries and public libraries meet or exceed their respective national standards, problems in relationships can be solved more readily. Nevertheless, it seems to me that at all times these two educational institutions must work together to implement accepted principles, and to achieve well rounded school and community library services to children and youth.

Let us examine the principle relating to the program of library instruction for which school librarians, public librarians, and teachers are responsible. Library instruction has both narrow and broad connotations: its first purpose is to teach boys and girls to use libraries and library tools independently. School librarians have for a long time accepted the concept that library instruction should be functionally related to curriculum. A good example of functional library instruction is described in Elsa Berner's book, Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. To develop such a program, school librarians and teachers work closely together, and public librarians should be included in this co-operative planning. When classes are embarking on units of study which require instruction in the use of library tools, this instruction should include the use of the public library. During this planning, teachers also learn how to relate instruction and assignments to libraries. At all times, library instruction for both teachers and pupils should be conducted through the school librarian. Unilateral relations between public librarians and teachers which ignore school librarians cause confusion and fail to really solve problems.

When school librarians, public librarians, and teachers develop good relationship, their planning can include the broader aspects of library instruction — guiding children and youth to appreciate and enjoy books and libraries, and all the delightful experiences that go with them. These experiences include storytelling, book talks, discussion groups, film showings, recording hours, exhibits, which school and public librarians, and teachers, can plan together — sometimes including other community agencies. For example, the work of social service agencies with children and youth could be greatly assisted by co-operative planning with school and public librarians on the provisions of constructive in-school and out-of-school library activities.

Of utmost importance in developing co-operative relationships among community agencies for service to children and youth are the attitudes which we develop toward our young people. All librarians are educators, and this connotation of librarianship means that we have a responsibility to help boys and girls change for the better. Adolescents are sometimes unruly and indifferent to adult standards of behavior. In great numbers, and for long hours, they can tax our patience. School librarians, for many years, often have served from three hundred to five hundred school pupils daily in the library. In our under staffed school libraries, they have worked exceedingly hard, and at great cost to nervous energy, to guide and supervise the individual library activities of all these pupils. Now public librarians are experiencing the hard work of dealing with many adolescents at the same time.

We must remember, however, that most young people are idealistic and anxious to be fine human beings, although they often conceal these aims from adults. If we recognize the better motives of young people, and build on their idealism, we can help them to become good citizens. We must also remember that while we are working with young people they are also developing attitudes toward us. In a few short years, these students will be the voters who determine support for libraries, and their experiences with librarians will influence their decisions. If adults in the community now see us working with good will for their children even under great handicaps, they will be more disposed toward providing the staff, resources, and facilities we need to give good library service to all our children and youth.

The school library and the public library should function according to the basic and accepted principles of service to children and youth, and in every community these principles must be related to local needs and conditions. When school and public library personnel plan and work co-operatively for service to children and youth, these accepted principles can be put into practice in any and every community—to achieve our highest purposes.

A BOOK IN HAND

(Continued from p. 9)

as a "new" cost, and imagines only 100 libraries involved in such a scheme, the average cost per library is only $1,250. Some of this cost, again, would be offset by the fact that some libraries would not need to purchase very specialized items if they could be sure they were in stock in the system.

The spectre of the space problem always looms large when one suggests a scheme of this kind, and certainly it has to be reckoned with. But once one can be sure that a last copy (or copies) of a book has been preserved, a considerable number of lesser used items stored in basements or stack areas of countless libraries can be discarded. The great weeding of duplicate deadwood from the basements of London libraries when the subject specialist schemes started there was a joy to behold. It was a substantial fringe benefit.

California started, or proposed, a last copy preservation plan (one half of what is suggested here) a few years ago. It died on the rock of some librarians' resistance to real progress through cooperation. Is anybody ready for another attack? EM [Eric Moon]

From *The Bookmark*, June 1965

PUBLIC AND SCHOOL LIBRARIANS: PARTNERS IN EDUCATION

By Frank A. Stevens
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Frank A. Stevens is a graduate of the State University of New York at Albany. He earned a Master of Library Science degree from St. John's University. His experience includes work in both school and public libraries. Previous to his present position, Mr. Stevens was the Coordinator of School Libraries, Central School District #12, Middle Island, New York. In addition, he served in 1964, as adjunct professor, School of Library Science, St. John's University.

Since the advent of that condition known as "the student problem," one thing has emerged crystal-clear: traditional library service can no longer satisfy the needs of elementary and secondary school students. Even if library collections were to meet the highest ALA standards, they would not be adequate to meet the demands of ever growing informational needs. It is apparent that while school and public librarians of New York State must continue to develop strong central libraries and library programs, boundaries must be broken and new concepts must emerge which consider establishing cooperative library service at higher organizational levels and involving groupings of libraries beyond existing local organizational frameworks. Some cooperative services could be: central processing, book selection, central reference and research collections, interlibrary loan, and supervisory assistance.

In addition, there needs to be an examination of the relationship between school and public libraries. Several years of professional soul-searching, including a full-dress national conference in 1961, have indicated that while school and public libraries remain apart at the administrative and organizational level, they must work very closely at the service level. The problems and many of their answers have emerged during these years, and much has been accomplished. What remains for us is to take cognizance of all that has happened, and to make concerted efforts at all levels to provide students with the resources and services they require. In short, our goals will remain the same; but the methods of achieving these goals should and must change.

THE PROBLEMS

A key area, pinpointed in discussion and in professional literature, has been the lack of understanding as to what constitutes public and school librarianship. The school librarian, as a member of the school faculty, is responsible for an integral segment of the total educational program. The public librarian, serving the entire community, is expected to provide and administer the media needed to satisfy the informational, educational, and recreational needs of all ages. A flexible approach is needed to cover the area where these two responsibilities overlap, and where problems may develop.

One problem is in logistics. The busiest time in the school library takes place during the morning and early afternoon. The public library has its peak hours in late afternoon, evening and Saturday, precisely when students appear. A second problem is in assignments. Often class assignments involving single titles or subjects create an unbearable burden on public libraries if the school library can not satisfy the demands of the assignment. Assignments requiring "five references" on a given subject or made without ascertaining library resources add to this problem. A third problem concerns facilities, staff, and resources as curricula develop in complexity, as teaching methodology changes, and as the emphasis shifts toward individualized research. There must also occur a steady increase in the people and materials available to administer to the student demands. Most librarians welcome the demand for increased service, but will be unable to cope with it adequately until necessary support is provided.

THE ANSWERS

Here in New York State, the communities of East Meadow, Queens, Olean and Brooklyn, among others, have developed local cooperative programs in an attempt to deal with the above problems. The following solutions have been tried:

(1) Regular meetings between school and public librarians, to effect mutual understanding and establish a line of communication

(2) Occasional meetings between the public librarian and the school administrators

(3) Establishing a procedure alerting the public librarian to mass assignments

(4) Sending the public librarian a copy of your book orders

(5) Sending the public librarian copies of the school curriculum

(6) Extending school library hours, with appropriate staffing, to evenings and Saturdays

(7) Conducting a faculty meeting at the local public library

(8) Establishing a reserve shelf for student assignments at the local public library

(9) Orienting all faculty members on practical assignment planning

(10) Organizing a library committee at the school-district level (comprising school and public librarians, teachers, administrators, board members, trustees, and community leaders) to discuss periodically the role of libraries in the community

(11) Holding joint book selection meetings

(12) Writing a section of the faculty handbook by a public librarian

(13) Arranging class visits to the public library

(14) Using paperback books in school and public libraries for duplication of key titles and stimulation of reading

(15) Circulating reference collection in the school library

(16) Scheduling class visits for students with limited free time

(17) Sending copies of bibliographies to the public librarian

(18) Exchanging lists of periodical holdings

(19) Sending publicity brochure from public library to the school

(20) Using photocopy machines in school and public libraries

The Library Extension Division of the New York State Education Department, under Title V of the federal Library Services and Construction Act, has approved three projects designed to study and improve the use of the public library by students and to improve school/public library relationships. These projects will be conducted by Westchester, Nassau and Nioga library systems. Each will have a full-time consultant who will study existing problems and develop plans and activities to improve both school and public library service to students. Working with school and public librarians and school administrators, the consultants will lead a combined assault on a mutual professional problem in an entire region rather than in a single school district.

At the national level, two recent pieces of legislation are designed to improve school libraries as well as the entire school program. Under the recently amended National Defense Education Act (Title III) school libraries will be able to apply for matching funds for book purchases in the areas of English, reading, history, civics, and geography, as well as mathematics, science and modern foreign languages. Under Title XI of the same Act, school librarians will be able to improve their professional skill through tuition-free advanced study, with stipends for expenses. Under the Elementary and Secondary Education Act of 1965, New York State will receive approximately 8 million dollars for "school library resources and instructional materials."

To encompass student needs and to alleviate in some measure many of the pressures, New York State must be blanketed with cooperative programs. This cooperative planning must go beyond "the student problem." It must consider those areas of mutual interest and need where effective planning can contribute to broader, more far-reaching programs.

From *Special Libraries*, October 1965

Library Cooperation: Panacea or Pitfall?

CHARLES A. NELSON, DR. RICHARD H. LOGSDON, and SCOTT ADAMS

Propositions and Hypotheses

IT IS PERHAPS an indication of the pervasiveness of interest in library cooperation that my small firm in a period of less than three years' time has been engaged in no less than ten studies in which library cooperation has been either the main subject or an important theme in the context of broader inter-institutional relationships. This work has by its very nature led us to consider underlying principles of cooperation and basic operating hypotheses.

Underlying the following propositions is a recognition that libraries have different institutional forms. Some, like the major public libraries, are independent self-contained institutions; that is, the library *is* the institution. Others, like most school, college, and university libraries, are dependent organizations, a part of an institution that requires, but is not itself, a library. The great majority, but not all, special libraries fall into this second category. Cooperation presents more complex problems to such dependent libraries than it does to libraries that are able to consider cooperation solely in library terms. I hope the following propositions, which were first developed* in analyzing a situation involving both types of libraries, will prove to be useful in thinking about the wide varieties of potential cooperative endeavors.

Cooperation is desirable when it benefits the institutions individually or makes them more effective collectively. Cooperation among institutions is not good in itself; it must serve some greater end. The difficulties encountered by librarians when they simply come together to think of things they might cooperate about stem from the fact that the only sound basis on which cooperation can proceed is the necessity that a problem be solved or some benefit gained in the course of which cooperation may serve as a useful vehicle. In the absence of such an end or benefit, cooperation is not desirable and should not be engaged in. It follows then, I think, that exhortations contribute little but exasperation to the cause of library cooperation.

Each participating institution in a cooperative venture must benefit. Each library has a responsibility to itself and its constituency that has priority over its responsibility to any other institution or constituency. However, the advantage of a specific cooperative effort cannot be measured in isolation. An institution may choose to be a benefactor on balance in some instances in order to be a beneficiary on balance in others. Among libraries benefits can take many forms: added services, savings, compensation, improved quality, and so on. What may be a peculiar advantage to one institution may be no benefit to another. But the argument for any institution engaging in a cooperatiive venture should never be reduced to the mere benefit of appearing to be cooperative.

The second General Session of the 56th Special Libraries Association Convention in Philadelphia, June 8, 1965, was a panel on library cooperation, which was moderated by Samuel Sass, Librarian, The William Stanley Library, General Electric Company, Pittsfield, Massachusetts. The three papers are presented together at this time.

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* NELSON ASSOCIATES. *Potentialities for Cooperation Among Institutions of Higher Education in the Rochester Area.* New York: 1962. Report prepared for Nazareth College, Roberts Wesleyan College, St. John Fisher College, The University of Rochester, Colgate Rochester Divinity School, Monroe Community College, Rochester Institute of Technology, State University Colleges at Brockport and Geneseo, and the State Education Department. Released for publication by the clients.

Cooperation is a voluntary act. Each institution continues to control its own destiny. If not, the venture may be described as consolidation or something else but not properly speaking as cooperation. This means that each institution retains the ultimate right and has the duty to withdraw if cooperative efforts are not successful according to its own judgment proceeding from its own criteria. Coercive tendencies, including coercive remarks by institutional spokesmen, must be curbed if cooperation is to be sustained.

Benefits cannot always be assured in advance. A pioneering and experimental attitude is essential if cooperation is to achieve more than minimal results. This has often been shown in library cooperative efforts. If, for example, one establishes interlibrary loans in a system as a matter of right rather than a privilege, one may find, as did the Pioneer Library System in New York State, that the increase in interlibrary transactions rises far beyond anyone's expectations and in fact far beyond the volume indicated by previous experience. On the other hand, a cooperative effort may produce end results as unanticipated in the other direction, perhaps complete failure. If each library must be assured of success in advance of any venture, little indeed will be attempted. Timidity is a vice to be avoided as much as the vice of exhorting to cooperation for its own sake.

Objective appraisal of the results of cooperation is as critical as advance planning and sound implementation. Unproductive projects should not be continued merely to give evidence of a cooperative spirit or for fear of upsetting other successful projects. Appraisal usually means that some objective measurements, tests, or records will need to be kept. I think it is fair to say that library statistics are generally inadequate and incomplete as compared with other data available on education, business, and other sectors of the society. Partly this is due to the understandable reluctance of libraries to intrude between the patron and the books to gain information about library use and characteristics of users. Better information is also needed concerning interlibrary loan transactions, acquisitions and holdings (titles as distinct from volumes, for instance), costs, workloads, and so on. Cooperative projects can only be assessed if appropriate measures are established and the necessary data subsequently collected. Such data do not guarantee objective appraisal, but there is no doubt they are essential.

Successful cooperation must take into account the legitimate ambitions as well as the present status of the individual cooperating institutions. One of the reasons that directors of growing libraries in growing universities are reluctant to engage in cooperative acquisition planning is that such a program may imply a limitation on activities presently beyond its reach, particularly in graduate studies. It is quite understandable that if an institution has ambitions for growth and development it will not engage in cooperative endeavors that are seen as efforts to enclose the institution within its present boundaries. If cooperation is to succeed along these lines, plans for future curricular and research development must be countenanced. Typically there will still remain much room for cooperative endeavors after plans for expansion are considered.

A degree of rivalry and competition is inevitable among similar institutions in the same locale. Cooperative efforts can serve to keep these sentiments constructive but should not be expected to eliminate them.

Cooperation must not impose uniformities that tend to destroy the special character of the individual cooperating institutions. If, as previously asserted, cooperation must be engaged in for the benefit of each individual institution, it would be contrary to the whole objective if the cooperative effort itself tended to produce results that altered the character of that institution.

Conversely, where economies or other benefits can be achieved through uniform practices, which do not strike at the special character of the institution, they are not to be feared. Evidence is mounting that libraries can benefit from centralized processing under certain conditions, that common interlibrary loan procedures are highly efficient, and that data collection can be usefully standardized in many areas. Oftentimes agreement in matters of this kind has the effect of freeing the professional staff from constant involvement in detail, with consequent opportunities to attend more persistently to those special aspects of the library that give it its distinguishing character.

Institutions and organizations that can agree on a set of principles, such as the nine enunciated above, have some prospect of success in their cooperative endeavors. For them I would like to offer some further suggestions, called *operating hypotheses.*

No institution is so rich in resources that it can be assumed a priori to have nothing to gain by cooperation. It is evident, I think, that the prospect of any library holding all that it needs to meet all the requirements of its constituency at any time is no longer within the realm of reason, if it ever was. Among special industrial libraries it is evident that a company can afford a good current collection of material in its own special field, but it would be preposterous to suppose that it could meet the needs of its clientele without the assistance of other more general libraries in the area. Every institution has more needs than it can satisfy; each must ration its resources among its aims.

Cash transactions can be an appropriate element in cooperative efforts. When one institution has a service it is willing to provide and the recipient institution can thus obtain a benefit more cheaply there than elsewhere or a benefit not otherwise available, a cash transaction may be the best means of exchanging benefits, i.e., dollars for services.

Librarians have been understandably reluctant to engage in such transactions for a variety of reasons. If, for example, a major research library finds that it is being called upon repeatedly for assistance from a corporation in the area, the library may nevertheless decide against charging a transaction fee. This decision may stem from a realization that a nominal charge of a dollar or two per loan, for example, does not in any measure compensate the library for the collection from which the particular item is being drawn nor for the services making it possible to provide the item to a patron at the time he requests it. Thus some libraries have chosen to eliminate this charge, hoping instead to obtain support from such companies by means of annual contributions and thus perhaps to receive a sum for its services more equitable than it could obtain from a transaction charge.

However, it may be highly desirable for libraries to begin to look realistically at the actual costs of providing services to one another. This should be done before research collections and their related services deteriorate because of inadequate support. It might be appropriate for one of the major corporations that is a heavy user of such research collections, perhaps stimulated by its own librarian, to finance a study of the true costs of such services and the development of a plan for proper compensation.

The support of top leaders in each institution is essential to successful cooperation. When the top leaders are not librarians—whether in a university, a school, or a corporation—no one knows better than the librarian himself how essential such support is. It follows that early involvement of leaders in discussions concerning cooperation is essential as is explicit commitment on policy questions when they arise.

The cooperative effort must be professionally staffed if permanent and significant results are to be achieved. Just as within any one institution particular functions must be assigned to administrators held responsible for performance, so an administrator is required in a cooperative effort whose function is to achieve successful cooperation in accordance with the policy set by the cooperating institutions.

I think it fair to say, looking at cooperative efforts throughout the United States, that, generally speaking, those that are ably staffed by persons whose primary responsibility is the cooperative effort itself are achieving substantial results, while those attempting to get along on the occasional and sporadic effort of individuals whose primary responsibility is to separate institutions are not achieving enduring cooperative results. The energy that is required for cooperation is substantial, and the necessity for continual prodding can hardly be overstated.

In fact, cooperation is never easy; as Colonel Herbert W. K. Fitzroy, Administrator of the University Center in Virginia, has said:

"The cooperative way is the difficult way. New patterns of thought on the part of administrators and new patterns of performance on the part of faculty members must be developed. Countless conferences and endless committee meetings will be necessary; lengthy consultations between institutional administrators must take place. The mere thought of the faculty meeting debates is numbing, for here will be myriad issues that will give small men a far broader field than they had ever known in which to exercise their limitations." *(Cooperation Among Institutions of Higher Learning in the Community.)*

It should be apparent that I believe cooperation to be then neither a panacea nor a pitfall. Characteristically cooperation tends to be an ancillary activity engaged in usually with some reluctance by institutions or organizations whose primary interests are directed elsewhere. It tends often to be stimulated by some outside force and thus is likely to persist only if the effort reaches sufficient maturity to culminate in a professionally staffed effort, which then can defend its interests in cooperation in the face of the normally independent and centrifugal tendencies of those institutions whose cooperation is sought. Perhaps it is not too much to say that the natural forces at work in society are essentially *dis*-integrative and that this may serve to explain why cooperation is often so slow and so painful and tentative in character.

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Requirements for Cooperative Efforts

I SHOULD LIKE to present briefly a few observations, perhaps almost assertions, on the subject of library cooperation and will follow this with one concrete example, a case study of what can be accomplished in a short time when the goals are clear and the manpower available for developing and selling an idea.

First, I think we have been misusing the word—cooperation is a means, not an end. What we are really out to achieve is a more effective pooling and sharing of library resources, so that the individual librarian may meet more fully the total needs of his clientele. The basic concept of any library is the proposition that there is a body of material that will enjoy recurring use over a period of time for multiple purposes. Generally speaking, it makes no sense to stock in a library an item that will be used by only one person. The basic objective of cooperation is to develop and extend to the optimum this principle of sharing.

Second, effective sharing of library resources on any broad or comprehensive scale will be possible only through a systems approach. This is true at the local level for a multi-branch system, such as the Columbia University Libraries; with any local area, such as New York City; and at the state, regional, national, and even international levels. In developing this idea, we are really extending the concept of larger units of library service, promulgated by men like Joeckel and evolving in various state plans, which are being given attention in many parts of the United States. Generally speaking, these plans anticipate the need for strong local or institutional collections, with backstop or umbrella collections readily available to the reader who exhausts the resources of the library immediately available to him. In developing plans for the more effective sharing of the total resources of a given area, it may not be necessary or practicable to include all library collections, especially if the area is characterized by multiple examples of individual libraries of comparable size and content. On the other hand, an hierarchical approach, characteristic of a number of the emerging plans, may be the logical answer.

Third, a precondition to the creation of an effective system of interlocking libraries is the creation of an adequate governmental structure to develop and to sustain it. For this purpose we must either redefine and extend the functions of an existing agency, such as a state library, the National Library of Medicine, or the Library of Congress, or we must create a new agency. To accomplish a particular task it is necessary to define it, and to put someone on the job with the necessary competence, authority, and resources to do it well.

And finally, government is a matter of politics, in the best sense. It will take political action to achieve a proper governmental structure to develop and sustain a library and information system adequate to the needs of present-day society. Such a governmental structure ought to be shaped up by those who know best what is involved, in this case librarians.

It is in this area of political action that the word "cooperation" should come back into the discussion. Librarians individually, through their associations, and through their parent organizations must of necessity become more active politically if they are to move toward meeting the full needs of users.

I should like now to describe very briefly an example of how much can be accomplished in a relatively short time, if everything falls into its proper place. I refer to a program initiated by the Association of Research Libraries less than two years ago, aimed at decreasing substantially the amount of individual local cataloging or original cataloging in individual institutions.

For some 65 years, the Library of Congress has been sharing its cataloging achievements with other libraries throughout the United States and the world by selling Library of Congress cards. From the first this was a boon to libraries in general and particularly to libraries with more specialized collections, because the difficult work of original cataloging could be shared by other institutions. The Library of Congress acquisitions, and hence the number of titles for which cards are available, have been increasing through the years, and with the increase in the number and complexity of libraries, card sales have mounted steadily. Nevertheless, in spite of this fine record of achievement, the growing demands on research libraries for breadth and depth in collecting has increased in these research libraries to an estimated 250,000 different monograph titles annually. With Library of Congress acquisitions at roughly half this level and with some cataloging arrearages and delays in processing books, it has been necessary for some of the larger research libraries to do original cataloging for more than half the number of titles added annually.

As a means of improving this situation, the Association of Research Libraries, in cooperation with other library agencies and the Library of Congress, developed a program that has now been embodied in a bill before Congress. Specifically, there is now before the Congress, as an amendment to Title 2 of the Higher Education Act of 1965, a proposal that an additional $5 million should be appropriated to the Library of Congress. This sum would provide for substantially increased acquisitions to the Library of Congress and more prompt cataloging and distribution of catalog copy. Enactment of this one amendment alone could serve within a few years to double the capacity of the Library of Congress' cataloging and processing departments.* Thus within a few years the progress of the preceding 65 years in the area of catalog card production and distribution might be matched.

Real progress in the area of cooperation, or more precisely, progress toward pooling and conserving resources, will require: *1)* that we put our own house in order; and *2)* that we develop appropriate programs, see that we tell state legislatures or Congress about them, and, with the help of our parent organizations, see them through to enactment.

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The Influence of Affluence

LIBRARIANSHIP since the days of Callimachus has been beset by poverty. Its monastic character in the Middle Ages, its dependence on patronage after the Renaissance, its struggle for an economic toehold in the 19th and 20th centuries are all part of its heritage.

When I entered library school, R. L. Duffus' *Our Starving Libraries* was our background reading; we were told that librarianship was the poorest paid of all the professions but we were lucky to go into it. As a profession, we have been underpaid and under-recognized. Few will dispute that the profession of librarianship *historically* has been a depressed profession.

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* EDITOR'S NOTE: This provision was passed September 10, 1965 by the House as H.R. 9567 and by the Senate as S. 600. There remains only the need for "conference" agreement on some differences in other sections of the bills and the President's signature.

I have never had a comprehensive study of the social psychology of librarians brought to my attention, but the closed society of librarianship presents a fascinating set of attitudes and mores—for example, look at attendance at national library meetings as evidence of our gregariousness. I lack the discipline and the skills to write such a study myself, but I would bet a dollar that when one is written, it will deal with the predilection of disadvantaged librarians for voluntary cooperation as a way of life.

I want to say at the outset that I am not deprecating voluntary cooperation or librarians for engaging in it. I happen to believe that voluntary organizations of citizens, whether they promote the Boy Scouts, the Community Chest, the Red Cross, or librarianship, constitute the hidden strength of American democracy. I am interested only in the extreme degree to which cooperation has been carried by the library profession.

My first point is this—I see a direct relationship between the historical poverty of libraries and librarianship and the degree of interlibrary and interlibrarian cooperation that has been traditionally practiced and clung to as a professional ideal.

Because the distribution of library resources has been inequitable, librarians have built up through trial and error a highly elaborate system of cooperative sharing of resources through interlibrary loans. Untold thousands of voluntary man-hours have gone into the making of union lists on national, regional, state, and local bases to locate holdings of library materials; even with these aids, many thousands of hours more must be spent to find who has the material readily available for loan. This is a marvelous system—we could not do without it; but, to judge from the ambivalent title of this symposium, we have doubts as to its operational efficiency.

Turning to aspects of interpersonal cooperation among librarians, one has only to review the committee structure of SLA or the pages of the *Bowker Annual of Library and Book Trade Information* to appreciate how thoroughly the library profession is dedicated to voluntary committee effort to accomplish cooperative projects. SLA, with its bi-axial organization—by field of interest and by geography—is particularly fertile in opportunities. One might almost say that wherever the two axes intersect, a cooperative project involving voluntary contribution of labor is sure to be found.

Now, I submit that a fundamental reason for the predisposition of librarians to cooperate is to be found in the chronic lack of funds available to do the job. The high premium our profession places on cooperative endeavor is a direct consequence of its conviction that financial resources for libraries never have been and never will be adequate. If the profession is to advance, the absence of funds must of necessity be compensated for by voluntary labor. This has been a way of life for American librarians.

The lack of financial resources, which has depressed library development and necessitated this volume of voluntary cooperation, is, in the last analysis, attributable to the relatively low evaluation society has placed on what libraries do. Many of us have spent our professional careers justifying budgets for library functions in competition with those for research and development or sales and marketing. The library function has always been rated low in the competition for the corporate or appropriation dollar.

I would suggest—and this is my second point—that these classic attitudes are undergoing rapid change. American society has rediscovered the importance of information to its survival and further growth. It is also recognizing, perhaps a little belatedly, the function of library and library-related activities in storing and retrieving this information. The communication function, in which libraries have played so important a role, whether it relates to research and development, or to economic growth, or to the educational process, is being extensively reevaluated.

There is evidence for this fundamental shift in attitude toward the library function all around us. Let me cite a few scattered instances. representative of various levels of social organization.

At the local level there are such examples as the Nelson Associates study on *Prospects for Library Cooperation in New York City* funded by the Old Dominion Foundation and the Council on Library Resources. There is also the *Survey on Medical Library Resources of New York City,* funded by the John and Mary Hartford Foundation. The deans of the medical schools here in Philadelphia have established a cooperative committee on medical library resources.

At the state level, there is the series of studies initiated by the New York Commissioner of Education and funded by the state. Ohio has taken the leadership in providing for regional support centers backed by the State Library. Michigan, Rhode Island, Pennsylvania, Tennessee, South Dakota, to mention only a few, have added state to federal funds to regionalize or centralize state-wide library functions.

At the national level the volume and variety of programs, actual and potential, focused on the strengthening of the library function is unprecedented in our history. Estimated total appropriations for the Office of Education for library-related programs have increased from $2.5 to $317 million over the past nine years. Entirely apart from its programs of benefit to public and school libraries, the Office of Education is now administering the Higher Education Facilities Act of 1963, which provided $158 million in fiscal year 1965 for the construction of college and university libraries. Legislation pending before the Congress includes the Higher Education Act (S. 600), which would provide an additional $70 million annually for college and university library resources.

The National Science Foundation, which already has multiple programs in effect from which research libraries derive benefits, is in the process of reviewing its policies relating to library support in science and technology. It is concerned with the Foundation's responsibilities to provide support for facilities, for training in science information competence, and for research to enhance library and information services. In the medical library field, the Medical Library Assistance Act (S. 597), when passed, will provide an initial support of $23.5 million.

Perhaps even more consequential than all these is the interest currently manifested by the Office of Science and Technology in the resources and service potential represented by research libraries. A White House press release dated May 20, 1965, describes a study currently being conducted by Systems Development Corporation of a national science information network. That a complex of documented-oriented library systems in science and technology is being considered as one of the components of this network was made clear at a recent briefing session organized by the COSATI Task Group.

All this constitutes evidence from the world of private philanthropy, from state governments, and from the federal government of a revolution in the evaluation of the library function. From a prolonged period of poverty and chronic depression libraries may well be moving into a period of relative affluence. For the first time in history, funds at least partially adequate to the job will be available to accomplish those objectives to which librarians have devoted so much voluntary, unpaid, cooperative effort.

What will be the effect of this new affluence on the library community? The implications of more adequate funding for the traditional patterns and work habits of American librarianship are so far-reaching that it would be foolhardy to attempt ready answers.

The most that I can do is to raise some questions, and quite possibly not the more important ones at that. For example, what will be the effect of the availability of more funds on cooperative projects, voluntarily undertaken, for such purposes as union lists, directories, and bibliographies?

The Higher Education Act contains an amendment authorizing the Office of Education to transfer $5 million to the Library of Congress for the purpose of providing a centralized cataloging service. What will be the effect of this on the cumbersome system of cooperative cataloging we have tried to make work for 65 years?

Only too often voluntary library projects have been enthusiastically initiated without adequate study of costs and benefits, and with less than thoroughly objective review. Funding agencies, public and private alike, reflect this in their high rejection rates. Will increased funds mean more and better conceived projects, or fewer? Will the rejected projects still be carried on voluntarily or will librarians use the manhours available for other purposes?

Will the role of the librarian change from that of an active participant in a cooperative project to that of an adviser? *Unlisted Drugs* was formerly a voluntary project; now with its self-created affluence it has a professional project manager, and the participating librarians in the future will have an advisory role. The Nelson Survey might once have been a voluntary effort with librarians doing the work; they served instead on an ad hoc review committee. Librarians are increasingly employed in an advisory capacity on panels, study sections, and review committees of the National Science Foundation, the Office of Education, and the National Library of Medicine.

Will it be necessary for the library schools to train project administrators as well as service-oriented librarians? Skilled, experienced personnel, as we all know, are rare. Will project administration become a new area of professionalism?

Such questions, which affect librarians personally, are secondary, however, to those which relate to interlibrary cooperation. Underlying all the proposed or potential Federal plans involving library resources is an assumption that more efficient ways can be found to realign library resources and services in the interests of improved accessibility. The Higher Education Act, for example, provides for special purpose grants to enable institutions of higher education to meet special regional or national needs. The Medical Library Assistance Act provides for strengthening selected existing libraries to enable them to function as regional libraries for predetermined geographic areas, supplementing the resources of smaller medical libraries through interlibrary loan and photocopy. The Stafford Warren proposal called for large regional library complexes capable of bringing to all areas of the United States in microform the total library resources of the federal government.

The building of regional resources with federal assistance is certain to have effects on the existing patterns of interlibrary cooperation. Some are easy to predict, others less so. Concentrations with improved accessibility will attract more use; the number of individual institutions any one library now must approach will be reduced. It will no longer be necessary to send great distances for loans; service will be faster and more efficient.

If comprehensive collections are to be built to provide backstopping services for the libraries in given regions, and federal funds are available to make these collections more readily available to other libraries, what effects will this have on the system we have built up through voluntary agreements? Will interlibrary borrowing and lending become more concentrated? Will we be entering on a new era of library service? Will we find it difficult to adjust our habitual practices to a new pattern of resource distribution?

Let me close by stating what I conceive to be the challenge facing American librarianship today. Because the functions of research and special libraries are now understood to have a more direct relationship to the growth of the national economy, more public and private funds are available to them. At the same time, revolutionary new technologies have provided us with the capability of producing new forms of service mechanisms. Together these factors require that we think no longer in terms of *ad hoc* cooperative efforts but in terms of the design of systems, local, regional and national.

It is crucial that library groups, such as SLA, participate in the planning of systems and that they develop the skills, abilities, and professional philosophy that will enable librarians better to guide their destiny in a changing world. I hope SLA can rise to this challenge.

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From *Special Libraries*, October 1965

Library Cooperation—Key to Greater Resources

GORDON R. WILLIAMS

I START WITH the proposition that every library ought to be able to provide every one of its patrons with any published information he wants*—or assure him the information has not been published—within a reasonably short period of time after he makes his wants known. There is no need to argue for the desirability of such a goal or to show that its accomplishment is in everyone's interest, for surely this is obvious. It is the goal toward which I believe every library is striving.

Given this goal, there follows a second proposition, namely that within the foreseeable future no library can hope to acquire, catalog, and house a copy of every publication its patrons may sometime want. The conceivable possibility of reducing publications to microimages so small that every library could afford to buy and to house all of the world's literature is nowhere near realization and certainly is not possible within any future we can yet see well enough for planning.

These two propositions define the library's problem. Given the unassailable premise that the library was established to meet the needs of its patrons, the consequence is that no information, of itself, is out of scope for any library. This may sound like nonsense to special librarians, who by definition are custodians of "special," that is to say specialized, libraries. They are different from other libraries such as the university research library or the public library, so it is said, precisely because they are specialized whereas the others are broad, because they deal with only one or two subjects whereas the others deal with many. However, common experience demonstrates that over any moderately long period of time the information needs of even a relatively small group of persons with highly specialized interests will range considerably beyond the specialized literature of their field. No specialty is complete in itself. For purposes of research in chemistry, or applications of chemical technology, chemical journals are more likely to be needed more frequently than are journals of biology or geology. Yet not only are the latter journals occasionally needed, but so are publications in fields normally as remote as anthropology, for information on a poison used by a primitive tribe, for instance, or as art history, for information on an early paint pigment.

These few examples serve to illustrate my point that it is not the subject of the information, as this is normally classed, that is out of scope for any user-oriented library, but at most only the purpose for which the information is to be used. The petroleum library that has no obligation to provide a patron with a book on the care and feeding of roses, if he wants the information to improve his home garden, can have an obligation to provide this same book if the user needs it to help determine the market for a new insecticide the company has developed. Thus, since no information is of itself out of scope for any library and since no library, not even the largest, can hope to acquire and house every book its patrons might sometime need, it is apparent that every library must depend to some extent upon

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* There is a very small class of libraries for which this is not true—those privately endowed ones established to provide only a particular kind of book, as specified by the donor. Such a library's obligation is only to the wishes of the donor, but I am speaking above of the much larger class of libraries established, not to collect a particular kind of book but to serve the needs of some defined group of patrons.

This is a slightly condensed version of the keynote address presented at the 56th Special Libraries Association Convention in Philadelphia, June 7, 1965, by the Director of The Center for Research Libraries, Chicago.

some outside source to provide what is lacking from its own collection to meet the needs of its patrons.

The key word here is *must*. Doubling every library's budget, or trebling, or even quadrupling it, would still not enable a library to become completely self-sufficient. The number of publications and the range of uses of the information they contain is too great. Only by cooperation in the development of collections and services can libraries hope to provide their patrons with all the information they need. The question is not "Should libraries cooperate?" but "How can libraries cooperate most effectively?" Interlibrary loan based on the present system of individual library development is inadequate. It provides no assurance that what one library needs but does not have in its own collection will be in another library, or even if it should be there that it is readily available for interlibrary loan or that a photocopy can be acquired reasonably quickly. Further, the bibliographic apparatus for learning in which publications information is available is sadly incomplete.

The necessary solution to the problem of physical availability of publications, or of acceptable photocopies of them, requires a system that assures availability to every library of any publication not in its own collection. Such a system might be based on a single centralized "library's library" or on a coordinated group of three or four such libraries. The organization is less important than that the system be able to provide a copy of any needed work within a reasonably short time and that it minimize unnecessary duplication within the system. A basic requirement is that such a library have primary responsibility for serving other libraries, and not primary responsibility to serve some particular local clientele with only incidental responsibility to serve those outside this clientele. This latter situation is fundamentally the present system, and it does not work satisfactorily. The reluctance of libraries to lend some items on interlibrary loan is based on their unwillingness to risk inconveniencing their local patrons, and this is unavoidable when their first responsibility is to such a group. Further, service primarily to those at a small distance requires a different organization than service to those more remote, and it is a natural tendency to skimp this unless it is the first responsibility.

Infrequently Used Materials

It is possible for libraries cooperatively to establish a system that will substantially increase their ability to provide what they do not have on their own shelves and for them to do this without significantly reducing their present services. They can do this by recognizing what now seems so difficult for them to recognize—namely, that a significant proportion of what they have in their present collections is infrequently used and that by using the money they now spend in acquiring, cataloging, and housing these to support a centralized depository on which they can call when need arises, they can actually improve their total service.

I know of no good studies of use in special libraries, but there are several such for large research libraries. The first, most comprehensive, and still the most thorough study was that of Herman H. Fussler and Julian L. Simon entitled *Patterns of Use in Large Research Libraries* (University of Chicago Library, 1961). Their study showed that as much as 25 per cent of the collections of large research libraries in some fields were used, on the average, no oftener than once in 100 years. A study by Richard W. Trueswell ("A Quantitative Measure of User Circulation Requirements and Its Possible Effects on Stack Thinning and Multiple Copy Determination," *American Documentation,* vol. 16, no. 1, January, 1965) on use at the Northwestern University library indicated that only 25 per cent of the Technological Institute library's present collection would satisfy 99 per cent of users' requests. In the case of the general library the percentage of the collection required to satisfy 99 per cent of the user's requests was somewhat larger, perhaps primarily because of the greater concentration in that collection on historical disciplines, but even there only 40 per cent of the collection was required to satisfy 99 per cent of the use.

Both of these studies apply to large university research libraries where a substantial portion of the collections consist of older materials, and therefore the statistics cannot be extrapolated directly to special libraries, since generally they do not retain as many older volumes. However, this does not mean that special libraries do not themselves have some need for older works. Neither does it mean that only older works are infrequently used. Margaret Notheisen (A Study of the Use of Serials at the John Crerar Library, unpublished M.A. thesis, Graduate Library School, University of Chicago, 1960) studied the use of serial titles currently being received at the John Crerar Library, and her findings showed that during a 12-month period there was no use of any issue, old or new, of 65 per cent of the serial titles currently being received by that library, whose collections are devoted exclusively to science and technology.

It is apparent from these facts that many libraries, and very probably all libraries, including special libraries, are now spending a substantial portion of their available funds to acquire and house books and journals that are very infrequently used by their patrons. How large this portion is depends on how one defines infrequent use, but certainly once in 100 years is infrequent use, and perhaps once in 50 or 25 years might be more reasonable generally, and for some small libraries serving only a small number of patrons, use only once every one or two years might properly be called infrequent use. In any case, it is apparent that many books and journals are so infrequently used that one copy readily available is capable of meeting the need in a great many libraries, and if libraries were cooperatively to share the cost of acquiring, cataloging, and housing this one copy for their joint use, the money each would save would go far toward improving library service in other ways.

The usual objection that librarians raise to this is that they must have the material their patrons need immediately available, i.e., in their own library and accessible within 15 minutes or so. They say that a book available in 15 minutes is worth ten available in two or three days. I think the objection is false for all but a very small proportion of very frequently used books, that is, those few used every day or two. Apparently even librarians who advance this argument don't really believe it either, or if they do believe it, they don't run their libraries in accordance with their belief, which perhaps is worse. This objection implies that everything the library owns is immediately available whenever a patron wants it. Obviously this is not true, for everyone is aware that some books are in use, lost, or most frustratingly, "at the bindery." What these librarians may not be aware of is approximately how frequently this happens; the assumption undoubtedly is that it happens "rarely." While we do not yet have data on this point as sound as the data on frequency of use, the data we do have (Trueswell, *op. cit.*) indicates that only slightly better than half the time (actually 55 to 60 per cent) does the patron find immediately available for his use a book he wants that is actually owned by the library. How long a patron must wait, on the average, to obtain a book is unknown, but with an average loan period of two to three weeks, three to six months to have a book bound, and heaven only knows how long a book must be called lost before the library will replace it—anything from six months to six years is normal—it is apparent that the average wait is considerably more than two to three days. Since the library and the patron, however restively, will accept such a delay for 40 to 45 per cent of wanted books that the library actually owns, the argument that the library cannot tolerate a two to three day delay in delivering a book wanted only once every 50 years or so loses most of its force. It loses the rest when one remembers that the money saved by cooperative housing and acquisition of infrequently used books can be used to acquire more copies of those most frequently used and thus reduce the average delay in supplying them. If the intent is really to make the wanted books available to patrons as quickly as possible, and this is certainly desirable, the present procedure, which puts acquisition and housing of more titles regardless of their frequency of use ahead of acquisition of more copies of the most frequently used works, is the less effective method.

I am fully aware that the statistics I have just quoted apply to large research libraries and not to special libraries with their smaller collections. But if one were to define "infrequently used" for such libraries as meaning used only once in two or three years instead of once in 50 or 100 years—and this might be more reasonable in terms of the relative balance of the number of requests they receive and the size of the collections—the proportion of such infrequently used material might well be similar. I don't know, but unless you have collected sound and objective data, it is certain you don't know either, and mere impressions on this point are usually misleading.

It is important to note that while the cooperative library system here envisaged is based on the fact that some books and journals are needed by individual libraries only infrequently, the system itself must contain a very nearly complete collection of all publications. It must not be limited, as was assumed in the past, only to what is infrequently used in every library. For while it is true that there are many materials that are infrequently used in United States libraries —scientific and technical journals in Japanese, for example—there are many materials that are frequently used in some libraries but infrequently used in others whose needs must be recognized. This fact has been demonstrated by the interlibrary loan use of such collections as that of the National Library of Medicine. Contrary to what one might expect, the journals most frequently requested from there on interlibrary loan (in photocopies actually, but the principle is the same) are *Lancet, British Medical Journal, American Journal of Physiology,* and the *Journal of the American Medical Society,* and other similar titles that one would assume would be in any library concerned with medicine.

While the fact of such use is well established, its explanation is not, but two factors are probably chiefly responsible. One is that the medical libraries do indeed have their own subscriptions to these journals, but the issue needed is at least temporarily unavailable, being in use by another patron, lost, or at the bindery. The other is that a substantial number of the requests for these widely held and frequently used titles in medical libraries come from libraries not primarily concerned with medicine where they are infrequently used and therefore not held.

Both of these factors make it desirable, and in fact essential for good library service, that the system include not merely journals that are rarely held in any library, but also journals that, although widely held in some libraries, are rarely held in many others.

Cooperation in Seeking Support

Cooperation can take different forms, and library cooperation should not be limited solely to improving a library's own resources, important as it is to do this. Libraries can, and should, cooperate in seeking support for what is needed beyond their own resources. Libraries can, by realignment of their present resources, support a library's library system that will greatly improve their present service, but it seems certain that libraries cannot support it completely and also do all the other things they should do, such as providing much more complete bibliographic service. Support from other sources, and the national government seems most logical, is also required. It is reasonable to expect that those who benefit from information should pay for it, but those who benefit are not solely those who use it. All of society benefits from the use of better information in science, technology, the social sciences, and even in the humanities. As taxpayers we support the Library of Congress, not primarily so the Congressmen can better inform themselves for their own enjoyment, but because we will benefit if he is better informed. We support the National Library of Medicine and the National Agricultural Library because it is in the public interest that doctors and farmers be as informed as possible. It is no less reasonable that the national government should undertake to insure that all published information in other fields is also readily available, which it can do by support of a national lending library, or libraries, in other fields. The cost of such a library, intended to insure that every library, and therefore every citizen, can have access within a reasonable time to any published information that is needed is not great either in terms of what we can afford or of the benefit. It is probably the equivalent of a couple of freeway interchanges or a muffed rocket shot.

But Congress is not likely to provide the money for such a system until it is asked and until libraries themselves indicate a willingness to organize their own activities to take advantage of it.

This, then, is another area of cooperation I would urge upon you—cooperation not only in organizing and supporting with your own funds what is the only practical solution to the problem of enabling every library, including your own but not limited to it, to have access within a reasonable time to any publication its patrons need, but in seeking the outside support necessary to make such a system fully adequate.

Unnecessary Cataloging

Assured access to any needed publication is only half of a library patron's problem, however. The other half is bibliographic access—the ability to discover what publications contain the information wanted or to determine that the information has not been published. It is worthy of note, and should be a source of shame to most librarians, that the most effective approaches to a solution to this problem have been made not by librarians but by scholars. Librarians have been so busy cataloging their individual collections and so insistent that they must catalog these according to their individual systems to meet the presumed special needs of their own users, that they have been able to catalog less than half of the bibliographic items they have received. The major number of such items—articles in periodicals—were simply beyond what each library could afford to catalog. Because of the need for a subject and author approach to journal articles, users organized a cooperative effort to catalog them, and the result is the familiar *Chemical Abstracts, Biological Abstracts, Mathematical Reviews,* and a number of others. Admittedly they catalog differently than librarians would, but on the other hand they do it and in a way that is usable. It must be admitted also that librarians don't all catalog the same way either, and therefore they find cooperation in cataloging so difficult.

The aspect of librarianship that puzzles laymen the most is undoubtedly cataloging. Their reaction when told that it costs eight dollars or more to catalog a title is not usually one of the hoped-for awe at the complexities and scholarship this implies. More often it is like that of a university professor to whom I told this, whose response was, "My God! Eight dollars just to make that little three by five card?" Laymen obviously don't understand the problem, and it may not be wise to explain it to them.

The problems in cooperative cataloging are indeed difficult ones, primarily because each library catalog has developed its own idiosyncrasies over the years and librarians have insisted they must modify any cataloging done elsewhere to fit their own "system." This argument sounds reasonable enough until one realizes that if it is accepted the library is condemned to do its own cataloging, or at least to modify the cataloging supplied from elsewhere, from now until the end of time. If, as I assume, every library has a longer future than it has a past, this is a poorer alternative even than recataloging all the present collection if this should really be necessary, which is doubtful. I believe that automation can make significantly easier the problem of bringing the old and the new cataloging into a consistent relationship with each other, but automation cannot hurdle the basic obstacle. This obstacle is persuading librarians to agree to the same cataloging system and then to accept a centrally prepared catalog entry and description for the books in their collection.

I have not yet heard an objection to uniform cataloging for all libraries that seems to me more than an excuse to perpetuate the present system. Most objections imply a difference between patrons' uses of the same material when in different libraries that neither the needs of the patrons using the material nor the material itself will justify. There are plenty of difficulties to be sure, but they are difficulties to be faced and solved in the interest of better library service, not difficulties that form an insuperable barrier to improvement. I might point out that librarians somehow manage to use the centralized cataloging and indexing provided in the indexes to periodical literature without their universe collapsing, and surely the problem for monographs is not fundamentally different. They accepted this cataloging because they recognized they could not afford to recatalog all periodical articles to their own fancy and still have much money left for anything else. The argument for a single cataloging of monographs is no less compelling.

It is most important to recognize that the basic need postulated at the outset was for every library to be able to provide any information its patrons require, and that no library's own collection can wholly satisfy this need. The bibliographic apparatus in every library should therefore encompass all information and not merely that in its own collection. This is impossible without cooperation, both in designing and supporting the endeavor and in seeking the additional support it will doubtless require. The money now spent in every library to catalog for its own collection what could adequately be cataloged once for all library collections, would go far toward giving every library both a far better guide to its own contents and simultaneously to vastly more information that its patrons could obtain when needed. Money, and more money than libraries can now afford, will be required to make this system as good as our society needs. *But if* we can afford *electric* can openers to save twisting our wrists, we can afford this. I am equally sure that we will not have such a system, however, until librarians agree on what their needs really are and demonstrate a willingness to adopt a practical method of satisfying them. To satisfy them by trying to make every library big enough to satisfy all of its patrons' needs from its own collection and its own bibliographic descriptions is not practical; to satisfy them with a system that enables libraries to utilize the same bibliographic descriptions and to use cooperatively the publications they use infrequently is practical. Cooperation is indeed the key to greater library resources.

SPECIAL SERVICES

From the Local Library

Class Visits can be arranged so that all students may know the library and the excitement of using its collections. Reading Lists on special subjects are available and new ones can be made by the teacher and the librarian working together.

Talks by age group specialists are given to teachers, parents, community or assembly groups.

Interlibrary Loan service makes all books in the county useful to member libraries.

A Courtesy Slip issued to a student by his home library may be taken to another member library for a specific book.

Westchester Library System Cards are available to all adults ~~(beyond high-school)~~ who belong to any library in the system.

From the WLS Information Center

Tel.: MO 8-1880. Mon.-Fri., 9-5.

New Books with reviews are available for exhibits and conferences. A book examination center is open by appointment.

Information is available on book fairs, speakers, reference sources, book selection policies and all related problems.

From the WLS Audio-Visual Center

Tel.: NE 2-7878.

Evaluation and source material on films for all ages is available. The best films in all areas may be borrowed for extra-curricular groups.

☆

Westchester Library System
Member Libraries.

Armonk
Bedford
Bedford Hills
Briarcliff
Bronxville
Chappaqua
Croton
Dobbs Ferry
E. White Plains
Eastchester
Greenburgh
Harrison
Hastings
Irvington
Katonah
Larchmont
Mamaroneck
Montrose
Mount Kisco
Mount Vernon
New Rochelle
North Pelham
North Salem
Ossining
Peekskill
Pleasantville
Pocantico Hills
Port Chester
Pound Ridge
Rye
Scarsdale
Shrub Oak
Somers
South Salem
Tarrytown
Tuckahoe
Yonkers

1965
Westchester Library System
28 South First Avenue
Mount Vernon, New York

Pattern for Partnership

Teachers and Librarians Work Together to Serve Students

WESTCHESTER LIBRARY SYSTEM

Prepared by a committee of public librarians and teachers.

COOPERATION FOR BETTER SERVICE

The increased number of students, the demands of new curricula and the shortage of trained library personnel often result in serious problems for students, teachers and librarians. This leaflet suggests ways in which the schools and public libraries can cooperate for better service to students.

problem:

Mass Assignments

The librarian is unaware that the assignment has been made so there has been no opportunity to reserve the material, collect additional books or limit the loan period. The first arrivals get all the material and other students are unable to complete the assignment.

solution:

The teacher gives the librarian advance information of assignments with the date due and the number of students involved. The librarian tells the teacher if the resources are limited. He gathers and borrows extra materials and reserves the books for equal use by all.

problem:

Current Topics
and Minor Subjects

Material is available in limited quantity, sometimes only in periodicals, pamphlets and encyclopedias.

solution:

Librarian makes all material available, demonstrates the use of the catalog and "Readers' Guide to Periodical Literature" and welcomes the teacher's suggestions for purchase to expand the collection. The teacher knows the limitations of library's holdings and accepts the use of encyclopedias for reference assignments.

problem:

Abuse of Library Resources

Library books and magazines are mutilated and stolen.

solution:

A teacher emphasizes original work and stresses at every opportunity the seriousness of destruction of public property. He tells the students he will not accept homework with cut-out pictures, articles or maps from anything but their personal property. Teachers and librarians supply student with sources of free material and demonstrate the use of photocopying machines.

problem:

Reading Lists

The student finds that every book he has chosen to read from his list is out.

solution:

Teachers and librarians work together in making longer, more inclusive reading lists. Librarians offer teachers their collection of bibliographies and keep on file one copy of each reading list used in their community. Teachers authorize librarians to increase the usefulness of lists by adding and substituting titles.

problem:

Communications

Teachers and librarians often live in separate worlds. Neither knows the resources or problems of the other and yet both are working toward the same goals.

solution:

Librarians should visit their schools regularly and ask to speak in faculty meetings about library resources and problems. Teachers should visit their public libraries regularly, understand the book selection policies, get to know the collections and confer about coming assignments and problems. Teachers and librarians are partners in the educational process but must work together to make the partnership profitable.

From *National Association of Secondary School Principals Bulletin*, January 1966

Library Service to Secondary School Students

Its Problems and Opportunities for Schools and Public Libraries

VIRGINIA McJENKIN

THE PROBLEMS in and opportunities for providing library service to secondary-school students have multipled since World War II for both school and public libraries. National educational concerns point-up some reasons for this acceleration.

It is almost trite to name as a first concern the population explosion, but the nearly thirty per cent increase in the number of children and young people in the 5-18 year age-group affects library programs along with other aspects of the educational picture. Compulsory school attendance, efforts to bring dropouts back into school, and emphasis on need for education beyond high school compound the problem of school enrollments and the demand for expanded library services.

Closely related to the problems of population and enrollment is the fantastic explosion of knowledge. It is overwhelmingly difficult to select what to teach and to provide instructional materials and library resources for this teaching.

A massive reformulation of what is to be taught and learned in the nation's schools, a drive for excellence and quality in teaching and learning, and emphasis on making each individual independent in his learning are other factors in the changing educational picture. These are creating a new image of the place of the library in the instructional program.

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Much has been done to seek solutions to this ever increasing need for materials, space, and personnel to cope with the demands being made on school and public libraries. National attention has been focused on the strain of student use of public libraries, on the limitations of school libraries, and on the critical need for improved service in both school and public libraries. This attention has stimulated joint action and mutual understanding, but much remains to be done.

Boards of education and school administrators have the primary responsibility for making certain that schools have functional school libraries. For this reason the major emphasis in this article will be on the place of the school library in meeting this challenge of student use of libraries, and on techniques for cooperation with the public library to round out adequate library service for students. The secondary-school principal can be the "key" to the whole situation. He can endorse a quality library program, can interpret the need for such a program to the school administration and community, can put into operation procedures and policies to be followed by faculty and students, can initiate cooperative programs with other community libraries, and can actively participate on top-level advisory committees to consider problems and solutions.

An understanding of the role of each type of library and of the interrelationship of these libraries is needed. In 1961, the Council of Chief State School Officers adopted a set of guiding principles. They are as follows:

a. The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community.

b. Public library service—including service from state, regional, county, and community libraries—may supplement but never supplant the school library. Service which replaces the school library impedes the development of school libraries to the detriment of service to teachers and pupils and tends to separate library materials from instructional programs.

c. The school has the primary responsibility for instruction and guidance of children and youth in the community in the use of libraries. The program of library instruction, directed by the school librarians has the broad purposes of teaching library skills adaptable to all types of libraries and for encouraging pupils to use libraries for continuing self-education. School librarians, teachers, and public librarians should cooperate in planning instructional programs in the use of libraries for educational and recreational purposes.

d. Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, public librarians, and other community leaders concerned with youth.[1]

These principles apply in all types of communities and to all levels of schools. They can aid in cooperative solution of problems and in cooperative acceptance of opportunities concerning library services to students in any community.

The major problem for secondary-school students is the inadequacy of their school libraries. Facts presented in a report[2] prepared by the staff of the Library Services Branch of the U.S. Office of Education for the American Library Association Conference on Student Use of Libraries point up dramatically that secondary school libraries in major cities over the country do not meet the *Standards for School Library Programs*[3] prepared by the American Association of School Librarians in cooperation with nineteen educational and lay organizations. If these standards were being met in these and other school systems the problems of student use of both school and public libraries would be remedied greatly.

Inadequacies Intensify Problems

What, then, are some of the specific problems in school library service to students which result from these inadequacies?

1. One of the most pressing dilemmas, and one of the reasons for the astounding use of public libraries by secondary-school students is the immaturity of many school library collections. This condition is due partly to lack of financial support to provide necessary collections, partly to the limitations of established selection sources for guidance in choice of books and materials,

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[1] *Responsibilities of State Departments of Education for Library Services*, Washington, D.C.: Council of Chief State School Officers, 1961, pp. 14-15.

[2] *Student Use of Libraries*, Chicago: American Library Association, 1964, pp. 19-56.

[3] Standards for School Library Programs, Chicago, American Library Association, American Association of School Librarians, 1960.

but also to limited vision in the selection of materials needed to support current curricula and to satisfy students who know more and mature more rapidly than in former years.

2. Closely related to the above condition is the matter of teacher assignments—(1) assignments to masses of students without knowledge of what library resources are available or without notification to the libraries, (2) assignments for which little or no material is available, (3) assignments on a level too sophisticated for the students, (4) assignments restricted to limited or out-dated bibliographies, etc. This is a long existing problem but it is becoming greater because some teachers feel that "toughening-up" assignments is the way to motivate students to go further and deeper into individual research and study. Instead, both school and public librarians are unable to cope with such situations, and many principals are unaware of the extent of changing teaching methods that are accelerating this problem.

3. A third obstacle in improving library service to secondary school students and a valid criticism of schools is the lack of time to use the school library within the school day and before and after school hours. Individual schedules do not include time for group or independent study, and many teachers fill the class periods with presentation of "subject content." The student often travels miles to and from school on busses, public transportation, or in automobiles. Once he has left his school it is frequently more convenient to use a nearby public library. Rightly or wrongly this matter is tied in with over-all scheduling of students, with indifference to *planning extra hours of service*, and with inability to finance this extra service.

4. A major problem in the development of school library service is the scarcity of trained librarians and the failure on the part of school systems to employ an adequate number of librarians to serve students and teachers. Recent statistics from the U. S. Office of Education indicate that: (1) only 55.4 per cent of the school librarians in the United States have full professional training, (2) only 54.6 per cent of the high schools and 58 per cent of the junior high schools have full time librarians, and (3) 13.4 per cent of the high schools and 27.4 per cent of the junior high schools have *no* librarians.[4] Even in schools where

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[4] *Statistics of Public School Libraries, 1960-61*, Washington, D.C.: Superintendent of Documents, 1964, pp. 43, 48.

there are full time librarians it is not uncommon to have one librarian in a school with an enrollment up to 2,000.

5. One of the most serious aspects of library service to students—both for schools and public libraries—is lack of communication. This problem has always existed but becomes more serious as demands for service increase. Teachers fail to communicate with librarians in planning library services to meet curriculum needs, often librarians are not members of the groups that build and change the curriculum, and school and public librarians in a community frequently do not work together to exchange and supplement services.

Improving Secondary-School Library Service

Remarkable nationwide changes in library service to students are taking place, and improvements in this service are being made. What are some of the opportunities which make this improvement possible?

1. Meager school library budgets demand unusual methods for improving materials collections in school libraries. There is considerable interest in exploring ways of extending the provision of and use of paperbacks in school libraries. Parallel to this interest is the need for careful selection and for proportionate balance in the total collection. The pamphlet, *The Paperback Goes to School,*[5] a selected list of titles chosen by representatives of the American Association of School Librarians and other educators, and The Combined Paperback Exhibit,[6] a traveling collection of carefully selected titles, can serve as selection aids. In one state, the accrediting commission has approved a policy which permits five per cent of the titles in a school library above the basic required book collection to be paperbacks.

Public libraries are using paperback books to supply requested titles on school reading lists. One library in Washington state that initiated a project using paperbacks for this purpose is so satisfied with it that the service will be continued and the collection expanded.[7]

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[5] The Paperback Goes to School, New York: Bureau of Independent Publishers and Distributors, 1964.

[6] Harold Lasky, Dir., The Combined Paperback Exhibit in Schools, Scarborough Park, Abany Post Road, Briarcliff Manor, New York.

[7] Elinor Yungmeyer, "Cooperation in Action," *ALA Bulletin* (September, 1965), p. 736.

2. Most school libraries need to build up more extensive collections of back issues of periodicals. Increased use of magazine articles as references in term papers and reports imposes great pressure on and often mutilation of school and public library collections. National school library standards recommend that indexed periodicals be kept for three to five years; but libraries serving schools in which extensive reference work is done find that important periodicals must be kept longer. In some places storage space is limited; but the cost of microfilming and microreaders is now within the budget of many school libraries. It may be necessary to have a duplicate collection of bound or "boxed" volumes in addition to a microfilm collection to serve more students at one time.

3. National Defense Education Act funds for print and audiovisual materials are a great boon to school libraries. A recent interpretation of the NDEA law permits materials and audiovisual equipment to be housed in and circulated from a central place (the library or instruction materials center), and to be used by all class groups. This same interpretation permits the purchase of general reference books. The expanded legislation extends the program for three years and the allowable categories cover most of the school curriculum—science, mathematics, foreign languages, guidance, history, geography, civics, English, and reading. The passage and funding of the *Elementary and Secondary Education Act of 1965* can mean a real break-through for library collections. Title II makes specific provisions for library resources, but there are possibilities in Title I and III for expanding library collections. If judiciously used these Federal funds can be real "bonanzas" for school library collections. Earlier a reference was made to the limitations of established selection sources for guidance in choosing library materials. A recent publication, *Selecting Materials for School Libraries,*[8] will be helpful in assembling pertinent bibliographies for use in selecting materials.

Increasing Effective Use of Libraries

It is not only important to find ways of expanding school library resources, it is also equally important to find ways of making effective use of these resources.

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[8] *Selecting Materials for School Libraries: Guidelines and Selection Sources to Insure Quality Collections*, Chicago: American Association of School Librarians, 1965.

1. Increasingly school libraries are circulating all types of materials—encyclopedias and other reference books for overnight use, current issues and bound volumes of periodicals for limited periods of time, filmstrips with handviewers for previewing at home, and recordings for home listening. Other school libraries are arranging for extensive book-truck service to classrooms, and for departmental collections.

2. Experiments in flexible scheduling for secondary schools offer more opportunities for individual student use of libraries during the school day. In addition in some locations pressures on both school and public libraries are being relieved by having the school library open in the evenings, on Saturdays, and holidays. The school library supervisor in Bellflower, California describes their extended high school library service in this way:

> We are open two nights a week from 7 to 9. Students may come back in informal attire, slacks, etc., but must wear shoes. A teacher helps with reference work and assignments. A clerk is on duty. We are getting the serious students. It has been in operation two years with no major problems.[9]

Other opportunities for extended library service will evolve as experimental educational programs are put into operation under the *Educational Opportunity Act* and Title I of *The Elementary and Secondary Education Act of 1965*.

3. Recently passed Federal legislation includes provisions which can assist in another critical area—the scarcity of the school librarians. Title XI of *National Defense Education Act* and Title II of the *Higher Education Act* should open up opportunities for training more school librarians and for types of training that will prepare school librarians to understand the demands of rapidly changing school programs.

4. Finally, an area that was identified as a problem can be identified as a potential opportunity. It need not cost anything—only time, effort and understanding. This is communication and cooperation between affected groups. In all parts of the country, joint committees of administrators, teachers, librarians, students and lay persons are engaged in planning, evaluating, and working out problems to improve library services in their communi-

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[9] Letter from Grace Dunkley to Virginia McJenkin, September 1964.

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ties. An illustration of cooperative effort comes from Montclair, New Jersey:

> SPLARC was born seven years ago in Montclair, New Jersey, when the public library contacted the superintendent of schools to work out a plan for satisfactory student use of the public library. The Montclair School and Public Library Relations Committee is made up of three representatives from the faculty, two from the Library Council, two school librarians, and the assistant director and young people's librarians from the public library. The group meetings are periodic and held in either the public or high school libraries. At first SPLARC thought of itself mainly as a problem-solving group, but the genuine spontaneity of the meetings and the feeling of accomplishment directed thinking in broader terms of service activities. . . .
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> Actually, the most important accomplishment is a concomitant one that began with our first meeting and will continue for as long as the committee functions. It is the creation of a climate of understanding and good will between our libraries and the public. Through a heterogeneous group, we have been able to make parents, teachers, and students library-minded. If they can be made to realize that our problems are their problems and that our gains are their gains, we will have enriched our community immeasurably.[10]

Summary

In summary, the problems and opportunities for library service to students presented in this article emphasize that the needs are overwhelming, and neither school nor public libraries are adequate to meet these needs. Therefore, all concerned must be creative in the use of available funds to provide quality library resources, must devise special schedules and arrangements for student use of libraries, must encourage many persons to become school librarians, and must cooperatively seize upon all opportunities for improving and expanding library services and resources for today's students.

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[10] Yungmeyer, *op. cit.*, pp. 740, 744. Other examples of effective cooperation are described in this article.

From *Top of the News*, January 1966

Cooperation and Coexistence: Public and School Libraries

Loretta Winkler

THE "STUDENT USE" of libraries, particularly by teenagers, has been a topic for surveys, conferences, and workshops throughout the country since the early 1960's. The subject has been so thoroughly ventilated that the problems might almost appear to have been solved. However, such is not the case; much basic thinking and work remains to be done and it would be a pity if the impetus created by the discussions, writings, and studies of the past few years were allowed to wane before leadership among librarians working directly with young adults had been developed.

For this reason another project was commenced in December 1964 in Westchester County, New York. The Westchester Library System received a Federal Library Services and Construction Act grant for a one-year program to improve the county's public library service to high school students. This grant provided for the appointment of a public library-school relations consultant, whose task it was to investigate the problems and lay the groundwork for more effective cooperation between public and school libraries.

This writer was appointed consultant. At this writing, the final report on the project had not yet been prepared, but the groundwork is completed and it is therefore possible to give some idea of the methods employed and the conclusions reached.

To understand the scope of the project, it is necessary to outline the library setup within the county studied. There are 38 autonomous public libraries in Westchester County; 37 of these are members of the Westchester Library System. There are 70 junior and senior public high schools, 25 denominational high schools and 7 private schools with a total enrollment of over 75,000 students. The total population of the county is 808,891 and is located in villages, towns, and cities ranging in size from 1500 to 190,000. The area of the county is 435 square miles. There is no county director of public schools, but there are two boards of cooperative educational services.

Given this setup, it seemed desirable to carry out a fairly extensive program of consultation with all the interests involved—administrators of public libraries and schools, consultants of the Westchester Library

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System and consultants from the boards of cooperative educational services, as well as public librarians and school librarians. As a result of these first meetings and interviews, it was apparent that student book provision was not seen from the same angle by all those involved. School librarians explained that they were not always aware of the extent of the book needs within their schools' curricula and that teachers often made assignments without consulting the school library resources. On the other hand, some public librarians were concerned about the amount and kind of library service they could reasonably be asked to give young adults working on school assignments. A lack of basic communication was probably responsible for this state of affairs, but it must be stressed that the failure of communication was not confined to librarians, either school or public, but was shared to a great extent by persons such as school principals and superintendents and indeed by boards of education and public library boards. Thus, although goodwill toward library provision may have existed at all levels, it was generally admitted that not enough thought had been given to what was actually required of a public or a school library. At a meeting of chief school administrators, it was interesting to note that on the whole the administrators had not really considered "student use" an educational problem as well as a library problem. The function of the school library was tabled for further discussion at another meeting because the chairman felt that each of the members present would have a different definition and he would never get through the agenda.

After discussions with young adult librarians and library directors, the first practical step agreed upon was a crash program of communication between local public libraries and schools. This was phase one of the program. Basically, it consisted of the public librarian's visiting the school principal, the school librarian, and the heads of departments in the high schools. The purpose of the meetings was to obtain specific bibliographies and general reading lists to be used by students during the year and to offer assistance in providing books and library materials to supplement those which should be provided by the school.

The leaflet "Pattern for Partnership," specially prepared for the program, which suggests ways in which the schools and public libraries can cooperate for better service to students was used as a discussion guide at many of these meetings. One copy of the leaflet was given to each teacher and school librarian. Additionally, teachers and school librarians were asked to investigate the resources in the public library. School librarians were invited to attend one of the Westchester Library System book selection meetings conducted by the system's young adult services consultant. Unless the schools in Westchester develop a more uniform program of teaching (and this is not recommended), the community libraries must *always* communicate directly with the schools in their service areas.

National Library Week was set as an excellent time to begin some of the approaches listed on our sheet "Ways and Means for Better Cooperation," which was sent to all Westchester Library System member libraries by the public library-school relations consultant. All nineteen approaches on this list had been successfully accomplished by at least one Westchester Library System member.

By the end of September 1965, it was evident that in libraries where communication lines with the school had been increased in the previous school term, Pattern for Partnership was now an active program. Advance information on assignments and special reading lists were sent to one public library the first week of the school term. A representative number of school librarians attended the Westchester Library System young adult services meeting in October 1965. In three of the pilot project libraries, teachers and librarians worked together preparing reading lists and locating research material which would be needed during the 1965-66 school year.

Work in the pilot project libraries was considered as phase two of the communication program. In these libraries we were not only going to determine the titles of books which were on general reading lists for high school students, but we were going to buy many of them in multiple copies for six pilot project libraries.

This communication and cooperation program was an experiment in building up collections with paperback editions of books most in demand by young adults. The paperback project was to show how public libraries, by providing more copies of those books most popular with young adults, can help meet the school reading needs of young adults and at the same time encourage them to read more for pleasure and personal enrichment.

In order to supply individual collections for this purpose, general reading lists from local high schools were collected. All of the high schools in the service area of these six libraries were visited. Whenever possible, the local young adult librarian, or if there were none, the library director, went with the public library-school relations consultant to explain to the schools the purpose of the experiment. We talked to the school librarian and/or principal and collected school reading lists as guides for our selection of titles in paperback editions.

After studying reading lists issued by local high schools, each library selected from fifty to seventy-five titles to be obtained in duplicate copies of not more than five nor less than three of each. The books were bought by the Westchester Library System with funds from the Library Services Construction Act, and were ordered centrally through the Westchester Library System book order department. The public library-school relations consultant and the young adult services consultant developed the project in cooperation with the six library directors involved. No catalog cards were provided for these collections, but each library received a quantity of lists of the books. These were given to students to use in place of a catalog.

Although an inventory and circulation count will not be made until the end of January 1966, a perusal of each collection was made in the summer and fall of 1965. These collections have certainly been well used, and they seem to have more than accomplished their purpose. Some titles were naturally more popular than others. In one small library, *Frankenstein* had circulated ten times in six months, whereas *French Revolution* by George Pernoud had not been opened. *To Kill a Mockingbird* was one of the most popular titles in all six collections. Librarians reported that the paperbacks were a great help in supplying books for school-required reading, but that the young adults seemed to want the titles for their own leisure reading as well. Adult non-students were more interested in the solid nonfiction which young adults ignored during summer vacation months. We were pleased to find that adults were also borrowing from these collections and that librarians were beginning to see the need for building up their regular adult book sections to include some titles on the subjects covered in the student collections.

The paperbacks will have to be kept lively looking if they are to continue to attract the young browsers, so it would be wise to buy some new titles and replacements each year. Since the general reading lists collected from all the schools in the pilot libraries' areas were quite similar, the Westchester Library System young adult consultant will combine these for a basic list of popular paperbacks for young adults. Three libraries have already requested such a list in order to provide a paperback collection with local funds.

Concurrent with the individual library's search for school-related reading needs, the public library-school relations consultant was working on phase three of the program of cooperation. As a member of the Westchester Library Association's Better Service to Students Committee, I helped collect and tabulate the questionnaires sent to all junior and senior public high schools in Westchester County. This was actually a survey of the quantity needs of all county high school libraries. School and public librarians were on the committee. We were working together to publish this survey so that we could further publicize the need for better school library service. Newspaper articles based on this report aroused some local interest in the cause, but the printed report will carry more weight with school superintendents and parent-teacher associations. It was particularly appropriate that this survey was completed by the time Titles II and III of the Elementary and Secondary School Education Act, 1965, were being discussed at regional meetings of school superintendents. As a representative of the Westchester Library Association and the Westchester Library System, I was asked to report on the association's survey of school libraries and the system's public library-school relations project.

Title II of the Elementary-Secondary School Education Act, 1965, was discussed as a way of building up school libraries which the Westchester Library Association's survey showed to be below ALA standards.

Title III entertained some ideas on an educational center's being developed as a communication center with central processing service, interlibrary loan service, and deposit collections for all students in Westchester County.

I was extremely grateful for the interest in the Public Library-School Relations project, and I considered this meeting important in establishing working relations which could be carried on at the director's level between the public library and schools after my position was terminated.

The Westchester Library Association is giving the Westchester Library System copies of the survey for distribution to each member library. Since the survey shows how the local schools stand in relation to American Library Association standards for school libraries, the report will be of general community interest. However, before pointing a finger at any sub-standard school library, public librarians were advised to look at their recent appraisal sheets for evaluating their own library collections and service to students in relation to American Library Association standards for public libraries. A recent tabulation of the member library appraisal sheets showed a slight increase in books purchased for use with young adults, as well as some improvement in service to young adults. To do just a little more than what was being done before may not be the solution, but it is a good grass roots beginning.

The last communication effort was with the young adults. As a way of determining what young adults want and need in local public library service, we decided to go to the young adults themselves for the answer. A questionnaire was prepared at the suggestion of some of the librarians who attended the directors' meeting of March 1965. Some two thousand questionnaires were answered by young adults who visited thirty-seven public libraries during the period of October 4 through October 17, 1965. During the survey the young adult consultant and myself visited half of the Westchester Library System member libraries. We did some on-the-spot evaluation, but we know now that it will take some time to make a thorough study of the many comments made by our young adult public. However, it can be stated that the replies to some of the questions have convinced me that there is a definite need for the young adult transitional collection of books in public libraries, that young adults are using the public library for recreational reading as well as for school assignments, that they need to be inspired as well as informed, that the public library must find some way of helping students with locating the back issues of magazines which they need to consult frequently.

The questionnaire alone will not give us an answer as to what books and services should be provided for this age group. However, it will help us develop more meaningful young adult services in the Westchester Library System. It will help librarians define the services needed for young adults in local libraries. However, you cannot get all the answers from questionnaires. They cannot replace the personal interview for determining attitude toward service or complete understanding of the situation. This is true regardless of the age or occupation of the person answering a questionnaire.

The school librarian who reports that she has five thousand volumes for six hundred students makes it sound as if she is able to give adequate service. Yet when you visit her you realize that her book budget is too low to replace the two thousand books which should be discarded because of condition or obsolescence. And how can you tabulate the reading interest of the student who writes, "The things I like to read best are Animal Adventure Stories. The last book I enjoyed reading was *Lord of the Flies.*"

And what of the public librarian who writes on her appraisal that her service to young adults is good because she spends much of her book budget for school-related materials? Then you visit that library and find that the attitude toward the teenager in the adult department is much the same as in the *New Yorker* story: Upon applying for reference material at a public library, a prep-school student was told by the librarian, "It had better be a school question, because we don't give it out just for curiosity's sake."

At the end of a year one cannot say that each community in Westchester has solved the problem of supplying high school students with the kind of service they should have from both institutions. However, the crash program of communication between school and public libraries, between librarians and teachers, between students and librarians had the cumulative effect which we had all hoped for: the countywide recognition of the need for service to students in both educational institutions and the need to improve the services in both. This is only the groundwork.

It seems obvious that there must be closer cooperation between local school librarians and public librarians if the high school students' demands are to be met and more created. Yet, cooperation is not a cure-all; it cannot provide a cover for inadequate facilities. And, although the comment has often been made that we librarians should stop talking among ourselves and carry our crusade to those who can do something about it, I think we had better get back in a huddle and decide what it is we want to communicate to teachers and administrators. If school and public librarians are going to establish a pattern for partnership, then let us decide what kind of material and service are needed and who is responsible for what on the local level. Then specific examples of our responsibilities for service to young adults could be defined. However, the responsibilities must be understood and sanctioned by educators as well as by the governing bodies directly concerned with the operations of these two educational institutions if they are to become effective.

From *Top of the News*, April 1966

An Epilogue; Cooperation and Coexistence

Loretta M. Winkler and Julia Losinski

THE ARTICLE "Cooperation and Coexistence" which appeared in *Top of the News,* January 1966, described the Westchester Library System's project on cooperation between school and public libraries as a way to bring better library service to high school students. Response to this article evidenced a special interest in the paperback experiment and the poll of teenage opinion on books and library service. These were two phases of our program which offered a way of tabulating the reading interests of young adults.

The Westchester Library System's paperback experiment was an attempt to help provide young adults with books of their own choosing and those suggested on school lists.

Six libraries were selected for the experiment. Reading lists were collected from librarians and teachers of junior and senior high schools in the service areas of these libraries. From these school reading lists, public librarians selected titles which, they felt, were most in demand by young adults. The Young Adult Services consultant and the Public Library-School Relations consultant selected the titles available in paperbacks.

Titles were purchased centrally in quantities ranging from three to twenty-four per title. Each library was permitted to order three to five copies of approximately sixty titles.

The paperback collections were sent out to the six member libraries of the Westchester Library System during National Library Week, 1965. The occasion provided a good opportunity for newspaper publicity. One library reported that a few hours after displaying the paperback collection, more than half the books were in circulation. Young adult readers in another library asked, "You mean we can really take these out?"—and they did. All six libraries have reported the collections a success and plan to continue buying paperbacks.

Lists of titles arranged into such broad subject areas as fiction, drama, biography, etc., were mimeographed in quantities. Each library received about one hundred lists for distribution to readers. This was done in

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order to alert the staff, the school librarian, and the young adults to the specific titles in the collection. The books were not cataloged. Since the emphasis was on the "popular" titles on reading lists, we felt that readers enjoyed browsing as well as looking for a particular book. We went on the assumption that paperbacks are attractive as paperbacks; therefore we did not want to lessen their attractiveness nor increase their cost with any form of permanent binding.

The collections were displayed in racks near the adult and young adult circulating collections so that the librarians could easily direct the reader to similar books in the catalogued collections.

In December 1965, after a seven-month circulation period, a complete circulation count per title was made by the Westchester Library System's Young Adult Services consultant. The following titles are those most frequently used in all the libraries.

NUMBER OF COPIES	TITLE	CIRCULATION
24	**Death Be Not Proud*	155
23	**The Diary of Anne Frank*	134
13	**Animal Farm*	107
13	**To Kill a Mockingbird*	105
20	**The Old Man and the Sea*	97
17	**Cheaper by the Dozen*	96
19	**Kon-Tiki*	94
13	*Karen*	89
15	*The Pearl*	84
19	**Gone with the Wind*	82
19	**Ethan Frome*	72
14	**Goodbye, Mr. Chips*	67
18	*The Hidden Persuaders*	65
17	**The Bridge of San Luis Rey*	65
12	**Of Human Bondage*	61
17	*Dr. Tom Dooley, My Story*	60
18	*P. T. 109*	59
11	**A Night To Remember*	57
12	**Wuthering Heights*	57
18	**My Antonia*	53
12	**The Red Badge of Courage*	52
8	*A Farewell to Arms*	48
6	*My Fair Lady*	43
6	**The Citadel*	43
17	*The Bridge over the River Kwai*	43
12	**Cry, the Beloved Country*	40

It is also interesting to note the following titles bought in limited quantities:

* Titles also listed in *Doors to More Mature Reading*.

NUMBER OF COPIES	TITLE	CIRCULATION
4	**The Mouse That Roared*	42
6	**Story of My Life*	37
4	**Life with Father*	32
3	**Little World of Don Camillo*	30
3	**Nine Coaches Waiting*	21
3	*Seventeen* (Daly)	21
7	*Silent Spring*	16
3	**The Wall*	16

There are no surprises in this statistical report for librarians working with young adults. What the project has proved is that young adults will read and do read, if they are provided with quantities of the "popular" titles on reading lists. Public libraries cannot only provide more books for students by using paperbacks, but they can also encourage young adults to enjoy their reading.

In Westchester, some schools sell paperbacks at the school's book stores, but this does not alleviate the demand in public or school library for school-required reading. The public librarians who participated in the experiment were pleased to have the small collections to help students who could or could not afford to buy paperbacks. We hope that by cooperating with schools in supplying some of the immediate reading needs of students quickly, public librarians will also take time to encourage young adults to read more widely. We want students to use the whole library as a supplement to their school library now. For we expect that the community public library will become a primary source of inspiration and information after young adults have completed their formal education.

The poll of student opinion was the other phase of our program to determine young adult library needs and reading interests. A questionnaire containing twenty questions was prepared to learn more about the young adult reader and to give him an opportunity to say what he expected of library service.

Over two thousand responses were received from young adults—readers, thirteen to seventeen years of age. No signatures were required on the questionnaires. In fact, it was requested that no names be given, in the hope that anonymity would encourage frankness and freedom in giving answers.

One of the most revealing items of the survey is the percentage of students who use the public library for both personal reading interests and school required reading.

Questions and answers ran this way:

1. Do you use the public library for school-required reading? (10 per cent said they did.)

* Titles also listed in *Doors to More Mature Reading.*

2. Do you use the public library for reading for your own interest? (4 per cent said they did.)

3. Do you use the public library for both? (86 per cent said they did.)

Many adult readers and public librarians have expressed the opinion that the public libraries are becoming school libraries. The eighty-six per cent recorded here indicates that the public library should be serving the young adult as a member of the reading community. The implication is that we need lively book collections which supplement rather than supplant the school libraries which are also used by these young adults. Public librarians, school librarians, and administrators must communicate and cooperate with one another on the provision of both library books and services in quantity and quality.

Furthermore, it is impossible to divide books automatically into categories of recreational and school-related reading material. The book which may be required reading for one student may prove to be recreational and unassigned reading for another. This seems to be the case with specific titles as well as with books in subjects such as history and science.

We know of at least one English teacher who uses *To Kill a Mockingbird* for instruction on the novel. And, in tabulating our two thousand questionnaires, we found that this was the book most frequently mentioned as "the last book I read and enjoyed." Furthermore, a surprisingly large number of young adults showed that they enjoyed reading books on subjects which they had studied in school.

From the Westchester Library System Student Survey

Question: "What is the last book you read and enjoyed?"

Answer: (The following titles are the top ten listed in order of popularity): *To Kill a Mockingbird, Lord of the Flies, Catcher in the Rye, Gone with the Wind, Exodus, Up the Down Staircase, A Tree Grows in Brooklyn, The Diary of Anne Frank, Fail-Safe, Ethan Frome.*

Question: "What kind of books do you like to read?"

Answer: (The interest range was wide. Listed here are the "Top Ten"): Fiction, including novels, best-sellers, contemporary fiction, historical novels; Biography; Mystery, including suspense, spy, and intrigue; Adventure; Science Fiction; Romance; Science; History; Teenage stories; Sports.

It is hoped that this short summary will answer some of the questions raised by the January *Top of the News* article, and that the symposium on public library young adult services planned for the June issue of *TON* will answer others.

Editor's Note: A second year of the project involved seven more public libraries, some of which had never used paperbacks. The emphasis this time was on titles in the field of social studies, which had been found to be the area most in need of development in the public libraries to meet student needs. Each collection of about 500 books was chosen from a list of 200 quality paperback titles.

From *Library Journal*, February 15, 1966.

Sample Projects, Title III, ESEA

Project: Approved by U. S. Office of Education. To inventory resources, study existing services, and set up pilots, toward the creation of an interlocking system of regional services, including a library phase.

DINAH S. LINDAUER

YEARS AGO, when I appeared before the New York City Board of Estimate budget hearings to appeal for higher public library appropriations in the five boroughs, I ran into an old friend who had an identical plea for school libraries. The hearings were a marathon that ran far into the night, and as we waited our turns at the rostrum, we speculated about the possible impact of exchanging our speeches. Would our claims be more forceful if the public librarian appealed for school library support and the school librarian for public library service? It seemed to take our "pitch" from the realm of self-interest to a level of public concern that saw the interdependence of all library service.

There are signs on the educational horizon today that such an exchange of appeals would no longer seem so radical. The regional approach to library service throughout the country, and the cooperative systems of public libraries in New York State, indicate that libraries accept the "network" approach to library service as a truism. Indeed, the 1965 ESEA, through Title III which provides for supplementary services, extends the "network" approach into the entire educational community. In the area of library service it permits the kind of cooperation between public libraries and the schools that was hoped for when the Nassau Library System's public library-school liaison project was launched a year ago — and that is reflected in the recent award of a Title III planning grant in Nassau County.

The Nassau school-public library project

From the start, Nassau's school-public library relations project differed somewhat from similar ventures in going beyond the typical cooperative attempts at liaison between public and school libraries. Optimal library service to students is more than a matter of well-meaning dialogues across a conference table. It cuts across district and division lines and demands new administrative structures to create a network of material and professional resources. As a first step in creating such a network of resources below the college level, I decided to explore the feasibility of contracting with school libraries in the county for selected services now provided by the Nassau Library System only to its member public libraries.

The Nassau Library System is one of 19 federated or cooperative systems of public libraries in New York State, funded by the state, that provide a variety of supplementary services to areas ranging from one to five counties. In Nassau County, the system's services to its 50 independent member libraries included centralized ordering and processing; reference and interlibrary loan; a circulating film library; consultative services in a broad range of library disciplines; and an opportunity to share the benefits of computerized data processing.

Mrs. Lindauer is head of the Nassau Library System's Public Library-School Relations Project, now entering its second year under a Library Services and Construction Act grant. She was formerly president of the United Staff Association of the Public Libraries of New York City, and has been supervisor of field work at the Brooklyn, N.Y. Public Library

The idea of regional public library services to schools will hardly seem innovative to librarians in parts of the country where schools are administered at a regional or county level. They do, however, reflect the special needs of Nassau County, whose more than 400,000 school-age children are educated in some .400 public and private school buildings in 56 independent school districts, each administered by its own board of education. With the exception of a Vocational Education and Extension Board with limited powers and responsibility, there are no agencies at the county level to enable this plethora of school districts to coordinate policies, share materials or facilities, or plan cooperatively to meet the mushrooming complexity and costs of education.

It soon became obvious, then, that the prime problem in the county was the absence of an existing structure to enable school libraries to plan a cooperative program of supplementary services. The school library situation seemed to parallel the problems facing public libraries before state funds enabled regional system centers.

Since one possible solution to this lack was suggested in Title III of ESEA, which was then being debated in Congressional committees, I tried to tie my explorations to opportunities that lay in the Education Act. In the ensuing months, I sat in on early Title III planning sessions in Albany, and later took part in Title II planning as a member of the Commissioner's advisory committee to the state supervisor of school libraries.

During this period, I also held interviews with each superintendent and school library coordinator in a sample group of 12 local school districts. These interviews were based on a five-page proposal I had prepared, describing the problems facing school libraries in the county and several solutions possible through Title III. Though the interview format was flexible, each superintendent and librarian was asked to discuss the same six questions, designed to elicit information on attitudes and long-range objectives in the district, as well as current policies and conditions relating to library programs. A key question was: should a school library service center develop from a fresh start as part of a large multi-purpose supplementary education center; or should it be an outgrowth of an existing parallel agency such as the Nassau Library System, which already contains the nucleus of most needed supplementary library services?

More valuable, perhaps, than the actual project data I derived was the chance to stimulate an early *awareness* of library needs in the county, which since has been reflected in the Title III plans. In Nassau County, most coordinated planning for Title III (apart from individual district proposals), is done by a Federal Programs Committee of the Association of Chief School Administrators working with the Education Council for School Research and Development. As a representative of the Nassau Library System, I was invited to participate in the Council's planning, and develop recommendations for school library services that might be provided on a contract basis as an expansion of present Nassau Library System public library services. These suggestions were later included as samples in the Title III applications.

A library phase in Title III

The approved Title III project will develop "an interlocking system of regional service centers." The library phase, which is one of seven areas of concern, will be investigated both as a separate discipline, and in relation to each of the other six areas (see project application below).

The procedures in each area of concern involve planning with public and private schools and other agencies, inventorying the resources and services already available or needed; an analysis of outstanding models of regional coordination and sub-regional pilot action; and design of a regional network of supplementary educational services for all residents of the area.

The role of the Nassau Library System Public Library/School Relations Project has been advisory so far, but work will soon begin in specific areas to fill in the plan's outlines. An important first step will be the establishment of an advisory network of school personnel to represent library needs by region, age level, and specialized area of service. This framework will parallel the existing structure of committees that identify need, determine priorities, and establish procedures for the services now offered to member public libraries.

The group will recommend the research needed in the areas of reference, technical processing, audiovisual, and consultative services in order to develop a long-range

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pattern tailored to the needs of autonomous school districts. Implicit is the understanding that school library services will be more than an expansion of existing system services. The program will reflect specialized school library needs using some or all of the present System components.

The philosophy of Title III, encouraging planned interdependence, has been recognized by the Nassau Library System's liaison project. In an area that is already comparatively rich in library resources and professsional talent, we are being given an opportunity to find new structures for realistic cooperation.

Abstract From Project Application

Nature of the Problem: Nassau County is composed of 56 locally autonomous school districts and a number of private schools which are too small individually to offer supplementary educational services in "sufficient quantity and quality" to meet suburban needs adequately in many areas. Furthermore, no mechanism exists which could marshall the resources of all of the schools, universities, and appropriate agencies in the region to develop "exemplary programs" as models for an interlocking system of regional units which would serve all of the residents of the county; nor is there a complete awareness of the potential of this imaginative approach and the services it would provide.

Innovative Ideas: The planning, development and implementation of programs will be comprehensive and encompass the entire region. The project will delineate the needs of all of the residents for all of the services envisioned under Title III. Moreover, all of the resources of the region — public and nonpublic schools, universities, and appropriate cultural and social agencies — will be marshalled to better serve these needs. Last, an interlocking system of regional service centers will be established to coordinate programs, provide direct services, disseminate findings, demonstrate new techniques, establish training centers, and develop new and innovative methods of meeting challenges before they become needs.

Procedures: 1. Establish planning patterns with public and non-public schools as well as universities and all appropriate agencies;

2. Inventory the resources and services available and needed in the region;

3. Analyze outstanding existing examples of regionally coordinated education services and centers;

4. Design and observe county and subregional pilot action services and centers;

5 Design a regional network of supplementary educational services for all the residents of the region.

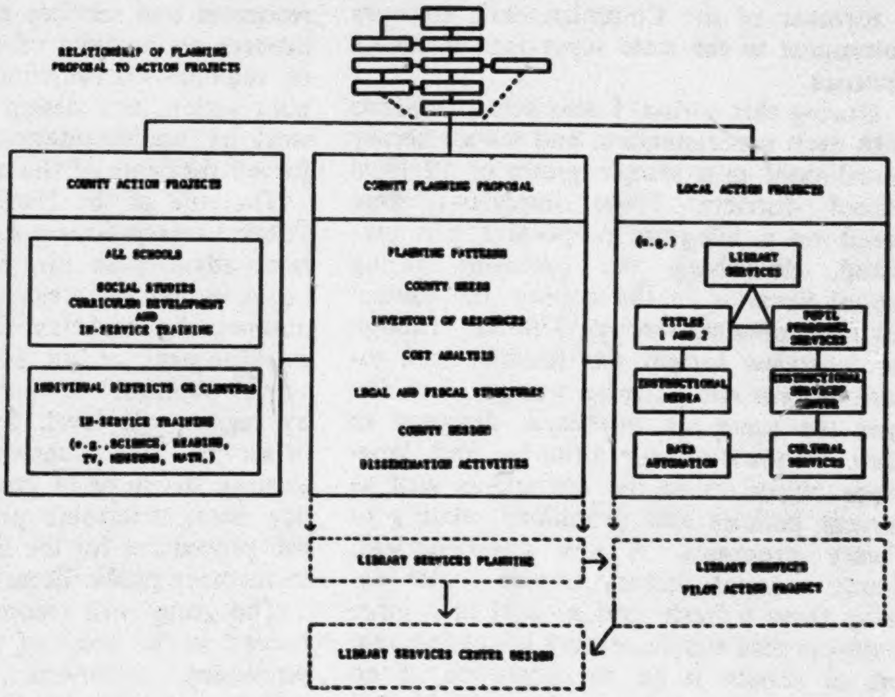
Population to be served: An estimated 500,000 composed of 50,000 preschoolers, 340,000 elementary and secondary public school students 73,000 elementary and secondary nonpublic school students, 50,000 adults.

Educational and cultural needs taken into account by the project: 1. Curriculum development and adaption — social sciences

2. In-service education — learning theory, better teaching methods

3. Pupil-personnel services — guidance studies, family counseling

The planning, development and implementation of programs will encompass the whole region, and its resources — public and private schools, universities, and cultural and social agencies.


RELATIONSHIP OF PLANNING PROPOSAL TO ACTION PROJECTS
COUNTY ACTION PROJECTS
ALL SCHOOLS
SOCIAL STUDIES CURRICULUM DEVELOPMENT AND IN-SERVICE TRAINING
INDIVIDUAL DISTRICTS OR CLUSTERS
IN-SERVICE TRAINING
(e.g., SCIENCE, READING, TV, MUSEUMS, MATH.)
COUNTY PLANNING PROPOSAL
PLANNING PATTERNS
COUNTY NEEDS
INVENTORY OF RESOURCES
COST ANALYSIS
LEGAL AND FISCAL STRUCTURES
COUNTY DESIGN
DISSEMINATION ACTIVITIES
LOCAL ACTION PROJECTS
(e.g.)
LIBRARY SERVICES
TITLES 1 AND 2
PUPIL PERSONNEL SERVICES
INSTRUCTIONAL MEDIA
INSTRUCTIONAL SERVICES CENTER
DATA AUTOMATION
CULTURAL SERVICES
LIBRARY SERVICES PLANNING
LIBRARY SERVICES PILOT ACTION PROJECT
LIBRARY SERVICES CENTER DESIGN

4. Modern communications media, new instructional technology

5. Library services — reference, technical, consultative

6. Cultural and special science services — museums, music, drama

7. Innovative use of data automation services for instruction

Probable participating educational and cultural agencies: All 56 Nassau County public school districts, Non-public schools, New York State Education Department

Libraries, Museums, Musical and Artistic Organizations: Long Island Philharmonic Society, Nassau County Museum of Natural History, Nassau Library System, North Shore Junior Science Museum, Orchestra Da Camera

Social and Educational Agencies: North Shore Child Guidance Center, Office of Economic Opportunity of Nassau County

Educational Laboratories and Research and Development Centers: The Education Council for School Research and Development and other research and statistical organizations in the region.

Colleges and Universities: Representatives of colleges in the region have expressed interest in committing resources to several service programs.

Sample Procedure

Library Services Planning and Budget

Under library services, funds are requested for a school library services coordinator, elementary and secondary specialists, and secretarial aides for each. This team would immediately undertake:

1. To plan and execute the establishment of an advisory network of school personnel to represent library needs by region, by age level and by specialized area of service. Such a framework would parallel the existing Nassau Library System structure of committees that identify needs, determine priorities, and establish procedures for the services now offered to member public libraries in the county.

2. To research the data required for specific action projects. For example:

Reference Services: These would include, first, expanded microfilm service. Data would be required to determine preferred indexes, length of runs, availability of microfilm readers, preference for tape or photocopies; then, expanded subject area collections, priorities by subject and by tape would be investigated.

Technical Processing: Cataloging and processing procedures now vary from district to district and in many cases from school to school within a district. Data is required to determine whether procedures developed over five years of public library service will represent the preferred pattern for school libraries.

Audio-Visual Service: The existing film collection of Nassau Library System has been selected through a policy which specifically precludes curriculum use. A revised policy would need to be developed with appropriate mechanisms for evaluation and selection of films based on broad curriculum areas.

In summary, rapid and intensive research is required, both to lay the framework for a long-range pattern of services tailored to the unique requirements of autonomous districts whose regional cooperative relationships will be unlike those of consolidated municipal systems, and to provide immediate data upon which to construct controlled pilot action projects beginning in July.

Regional library services in the public library systems of New York State have been developing over a period of many years. Nassau Library System's computerized technical services represent the most sophisticated approach to a standard library problem, that of rapid preparation of materials for use. The range of Nassau Library System's specialized services is the most comprehensive and advanced in the state. An opportunity is being offered not merely to extend or impose the existing services, but to design a program for school library needs using the components of this operation.

Recognition of Nassau Library System's leadership is reflected by the fact that training for all teams for the Library USA exhibit at the World's Fair included study of the UNIVAC computer operation now in use here in Hempstead. The school libraries of Nassau County will be building their regional program not from untried and unproven concepts, but on the foundation of an experienced and effective working system.

Budget

6 months (Feb. 1 through July 31, 1966)

Personnel	
Project Coordinator	$ 6,100
2 Specialists	10,200
3 Secretarial Aides	5,400
Fringe Benefits	4,300
	$26,000
Space at $3.50 per sq. ft.	3,500
Equipment Rental	700
Miscellaneous (travel, mail, telephone, printing, etc.)	1,500
Consultants	2,300
	$ 8,000
TOTAL:	$34,000

Estimated Cost of Entire Project

$115,578.75	January 1, 1966-June 30, 1966
$284,792.50	July 1, 1966-June 30, 1967
$400,371.25	Total Cost

From *School Libraries*, May 1966.

Learning to Learn In School Libraries

by Frances Henne

Not surprisingly, discussions of changes being effected in school library programs by curricular and instructional developments, educational technology and facilities, automation, federal and state legislation, networks of library resources and services, computerized information services, and innovations too numerous to mention lead frequently to a consideration of teaching the use of the library and its resources. This venerable subject of library instruction is currently getting new nomenclature (*methods of inquiry*, for example), attracting critical examination and reappraisal, and generating some controversy.

Philosophy and Practice.

Learning, with its many elements and variables of what is to be learned and how it is to be learned, what is to be taught and how it is to be taught, constitutes a complex discipline – the core of the educative process. Teaching study and research skills represents but a small segment, and teaching the use of the library and its resources falls within that segment.

Determining the objectives, content, and methodology of library instruction in contemporary elementary and secondary education is not the simple matter that it may appear to be, and our traditional approaches, shaped by long service and practice, may be affording librarians a specious form of security. The current emphases in the schools on self-directed learning, inquiry, and independent study all too often contribute to an automatic solidifying of these established methods, with little or no critical evaluation of their current appropriateness.

With the widespread interest in and exploration of techniques for teaching learning, the art and methods of instruction, and the psychology of learning, it can reasonably be assumed that some agreements concerning the program of teaching study skills and methods of inquiry might eventually be reached in much the same way that decisions have been made in the last decade in planning programs in numerous substantive fields of the curriculum. (Analysis of these curricular programs for implications and suggestions for study, learning, and research skills holds great value.) It is true that designs for library instruction have been constructed on local and system levels, involving librarians, teachers, and curriculum specialists, but it seems timely that a systematic study on a national basis be implemented, utilizing techniques of discussion (symposia), study, and experimentation that the various commissions or other deliberative groups in the substantive fields have employed.

For the specifics of content (types of knowledge and skills) to be acquired by individual students and the decisions regarding the appropriate time,

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place, and methods for acquiring them can best and only be determined by the pooled judgments of experts in the academic subject fields, in curriculum construction, in instructional methods, in the psychology of learning, and in school librarianship. (This suggestion is a variation, and a significant variation, of one of the proposals made at the Conference within a Conference.) The expectations of college specialists would also be relevant. This recommendation in no sense rules out the importance of the school librarian's participation in the planning and implementing of programs thus evolved; but instruction relating to study skills and methods of inquiry, including the use of the library and its resources, is always a means to an end, and this end and the ways to reach it must involve the philosophy and experiences of curriculum specialists and specialists in the theory of learning.

Until we have the benefits of deliberations of the kinds suggested above, the nature of teaching library instruction will be shaped primarily on a local level. (It should be emphasized that the proposals noted here do not rule out the desirability of or the need for making adjustments necessary for the individual school. The integration with the school's curriculum would always be local in a very real sense.) Some current theories and developments that are occupying the attention of many school librarians in the area of library instruction are presented in the remainder of this paper. Many represent topics that have been with us a long, long time, but now seem to be pressing forward for action and decision on a wide scale.

The Nature of Library Service

Recommendations about the nature of library instruction will affect, and also be affected by, philosophy concerning the scope of library services. Current thought about the distinctions to be made between independent use of the library by students and desirable library services provides an example. In the viewpoint of many school librarians the mere process of locating and finding materials in the library holds little intellectual benefit for students, and time thus spent is generally wasted time. The many processes involved in what students do with materials — evaluation, synthesis, reflection, thinking, appreciation, or whatever — are the important factors, not the searching, locating, and assembling of materials.

At points like these, it is essential for new thinking and new decisions in order to determine how much students should know about the use of the library and its resources, how consistently and persistently they must apply their skills and knowledge independently and without assistance from librarians, when this independent pursuit of materials results in a waste of time, and what variations should be recommended for different groups of students. Deploring the spoon-feeding of students, as librarians so frequently do, may actually mean deploring a more intelligent use of a student's time and efforts; and self-directed study or learning is not necessarily synonymous with self-directed finding of materials.

Thus expanded location, information, and bibliographic services are being recommended, and in some cases in actual operation, on school building and system levels for both teachers and students. The centralized bibliographic and abstracting services developed by Leonard Freiser in Toronto are well known. The potential of system and regional centers, with their bibliographic apparatus, retrieval machinery, and specialized services is briefly described in the national standards for school libraries. All of these developments, ongoing and projected, can make materials and the content of materials more accessible and facilitate and expand information and other library services. The philosophy of expanded library services for teachers and students pertains to the library program in the school, and is not restricted to centralized system operations.

How Much, For Whom, When, and Where?

In the program of library instruction, the recognition of individual abilities (individualization) is stressed. Various designs in curriculum construction (ungraded schools, track curricula, advanced placement and accelerated programs, provisions for exceptional children, among others) are geared to the individual and varying abilities existing among students, and so must the library program of instruction. These adaptations will vary from school to school and within schools. For the most able students, regardless of whether they are economically able to go to college, the school's program of research skills is required in full. For others, the amount of instruction may range from practically nothing to other levels, depending upon the abilities and characteristics of the students. For some students, and in certain schools this may be many students, the only library skill that they should have to acquire is an awareness, imprinted indelibly and happily upon them, that the library is a friendly place where the librarians are eager to help. To these students, the esoteric delights of periodical indexes and other library tools must ever remain closed. When the program of library instruction is truly integrated with classroom instruction, the needs of the retarded, the slow, the underachieving, the average, and the academically talented are taken care of in a realistic and natural way.

When decisions about what students need to know are reached by the school, their implementation requires careful planning by the school's administrators, teachers, and librarians that is comparable to, but obviously not identical with, the planning required for the substantive areas of the curriculum. The principal assumes responsibility for this area as seriously as he does for other parts of the instructional program. The head school librarian can serve, and frequently does, as the chairman of the school's committee (or equivalent) that plans and implements the school's program of teaching study skills and methods of inquiry. This committee includes teachers representing the various subject areas and grade levels in the school. All faculty members, of course, are ultimately involved in the program.

Local circumstances may necessitate or commend variations on the principles enumerated above, but basic objectives and desired outcomes remain essentially the same. For example, a system curriculum coordinator may work with the school committee. In some school systems the school library supervisor or coordinator develops the study and research skills program with the cooperation of the system subject and area specialists or with librarians and teachers representing each of the schools. Whether plans are developed at building, system, or state levels, the program must be geared to meet the needs of the objectives and instructional methods of the individual schools, and the administration, librarians, and faculty of the school must become actively involved in these procedures.

Analysis of Assignments

Whether in conjunction with developing a research skills program or in some other context, analysis and evaluation of assignments are high priority pursuits in many schools. Since the program of library instruction is integrated with the curriculum and objectives and content of the component parts of the curriculum determine the kinds of library resources to be used and any skills needed for their use, an analysis of all assignments made in the school proves useful. Theoretically, analyses of curricular content should reveal the kinds of study and research skills to be taught, but this cannot be assumed to apply to every school. In any event, knowledge of the assignments provides information needed to indicate an appropriate integration of the program with curriculum content.

This analysis also enables the librarians to evaluate the adequacy of the library's resources to meet student needs. For the program of teaching study skills and the methods of inquiry involves not just teaching the types of knowledge and skills entailed, but also opportunities to put them into operation through the use of a wide variety of school library resources. Independent research and inquiry are important in themselves, whether the student locates the necessary materials or has them located for him, and the library's resources must therefore be comprehensive and adequate for his purpose. Analysis of assignments can be and frequently is delegated to the head school librarian when the major objective relates to determining the adequacy of the school library resources. This form of evaluation is kept up-to-date by the teacher's reporting assignments to the school librarian on a continuing basis, and by having the librarians serve on the school's curriculum committees. A long history in the school of such reporting and representation will obviate the need for innovating a systematic analysis of assignments in terms of available library resources.

Scrutiny of assignments is important, as experience has frequently shown, for reasons other than those already noted, including locating busywork, pointless duplication, antiquated exercises, and sheer foolishness — and then making the improvements in order.

Teaching Study Skills

No matter how the school may allocate the responsibilities for teaching the various study skills, whether to teachers alone, or librarians alone, or a combination of both — the librarians' responsibilities and opportunities for observing and helping students in the use of materials (and, in the process, evaluating their competencies) are clearly indicated. This principle applies to all schools. In those schools where independent study and self-directed learning are carefully planned for the students, these activities of the librarians represent key factors in a successful program. The librarian is the one who has the opportunity to observe, among other matters, the student's ability to use materials, to take notes, to outline, and to evaluate and synthesize materials. The school librarian's role in the program of study skills and methods of inquiry is that of a teacher and guidance specialist. The librarian's follow-up services in seeing how effectively students are using the library materials they have selected for their immediate needs are strategic and valuable ones.

All of which means that school librarians must have a knowledge of recent developments and approved techniques concerning the skills and psychology of learning and related topics. More is implied here than the content covered in the educational or teaching requirements commonly required for the certification of school librarians. From part of the school librarian's double-pronged certification requirements, comes some understanding, enriched later through experience, of teaching methods and developments; but the content prescribed in the principle stated above goes beyond this rudimentary preparation. (Being taught how to construct lesson plans is not the point intended!)

The Learning Center

The library forms a natutal environment for the kind of guidance that has just been described, and the designation of the school library as a study or learning laboratory does not need to have the chill connotation that some attach to it. A library *is* a learning center, and learning embraces reading a book for fun or aesthetic enjoyment as much as it does examining materials to abstract information or ideas for a term paper. It is not unnatural that in many schools the library is called the Learning Center. The Learning Center evolves directly and purely from the recent emphasis in the educational programs of the schools on the processes of learning: learning skills and competencies to be acquired by students; the materials and apparatus to be used by them (including traditional library resources as well as newer media); and the careful planning of time for study in the students' schedules — now done in some schools by computers. Inquiry, independent or individual study, and self-directed learning occupy a strong position in the philosophy of modern education, and in this development the school library's resources and its program of teaching study and research skills form a key and integral part at all levels of elementary and secondary education.

Along with the new focus on the library as a learning center, we can note changes in the attitude toward the library as the place for study. The image of the old-fashioned library study-hall rightly evokes chilling horror in the hearts of school librarians, and the comments that follow do not apply to this concept. Today, students should and must have the opportunity to study, to learn, in a library and not in the bleak and barren environment of a study-hall. Now, with the developments in school library facilities — library areas, resource centers, and all the multi-dimensional forms they take — the goals have changed. The idea portrayed in the oft reiterated cliché that curricular and instructional changes have made modern high school libraries comparable to those in many liberal arts colleges of yesteryear and to junior college libraries of today is true, and it must be put into operation in all respects, not just in raising the maturity level of the resources collections. Making it possible for all students to study and work in a library environment requires certain conditions, since no one is asking for a return to the old-fashioned library study-hall with its frequently attendant policing and disciplinary problems. The minimal conditions include: sufficient quarters and facilities for the library, sufficient staff, sufficient resources, and, if students have scheduled study periods, intelligently and carefully planned programs for study. Let it be stressed that current national standards for school libraries relating to facilities and to staff do not sufficiently provide for an automatic conversion of library areas into study halls or vice versa.

The I.M.C. and the Skills of Learning

With more and more school libraries becoming instructional materials centers with fully equipped facilities and with functional programs of service, the librarian's role has expanded. Students, in the pursuit of their studies, use a cross-media or multi-media or single medium approach, and receive appropriate guidance from the school librarians in the selection of these materials and in their effective use. This principle means more than showing a student how to use a filmstrip viewer, or machinery for teaching tapes, or an 8mm sound film projector, or the micro-reader, or the apparatus for listening to recordings, or the dial equipment for banks of resources now making their appearance, or the apparatus for making transparencies, or machines and devices for programed instruction. The program of teaching the use of library resources includes guidance in teaching students viewing and listening skills. Opportunities to help students to acquire film literacy are rapidly increasing for school librarians.

Learning how to view and how to listen and acquiring the skills of perception that evaluation and appreciation of the media require represent abilities that young persons have to acquire through time, effort, and guided experiences, in much the same manner they master the mechanical skills and developmental aspects of reading. Such instruction includes guidance in helping students to turn naturally to media other than print as the best and possibly the only appropriate or artistic forms of communication, to realize when audiovisual media complement printed materials, and to know when they have no relevance or are inferior for the purposes at hand. School librarians also have exciting opportunities to present to students the realm of the cinema as an art form.

The Vanishing Student Assistant?

In view of the amount of time that students have and need for study and for other learning experiences of a rich variety, it would seem that the student assistant program, as we have known it, should become a happily forgotten relic of the past. Many librarians share this belief. Among the reasons that are advanced are the following: misuse of student time and effort; the substitution of student volunteer work for the salaried clerical and technical assistance that is needed; the demands of educational programs and instructional methods that make it more desirable, and generally imperative, for the student to spend his time in using the library's resources rather than squandering it by helping with the library's housekeeping, janitorial, and clerical tasks; and the avenues recently opened in various economic opportunity laws to employ salaried personnel (including students).

Academic Credit

Unfortunately, the importance attached to the skills of learning and methods of research sometimes results in the revival of outmoded techniques or the implementation of undesirable practices. No academic credit at any grade level should be given for instruction in the use of the library and its resources. Logically, this principle is a superfluous one, since the well-planned program, fully integrated with the curriculum, would not make such an eventuality possible. Library skills are means to other educational ends, and not ends in themselves. Library skills do not represent a separate substantive discipline and hence should not be designated as course content carrying academic credit. Nonetheless, there seems to be a growing and alarming tendency to formalize this instruction. Even when no academic credit is given, no justification exists for having either courses in this area or a detached string of lessons. Ironically enough, the use of programed aids and of audiovisual materials in conjunction with library instruction often contributes to the prepetuation of arbitrary, non-integrated instruction.

Accessibility

The materials of learning are made easily accessible to students, and the schools provide the necessary materials, time, facilities, and staff that give students optimum benefits in the pursuit of their studies and for non-academic purposes as well.

This principle covers many vital parts of the school library's program. For library facilities, the following developments can be noted: the expansion of library quarters (main library areas, resource centers, learning areas, and other space provisions) and new organizational patterns for library areas on a subject or grade level basis. Equipment has been expanded to include wet and dry carrels, language laboratories, teaching machines, microreaders, audiovisual equipment of all types, machinery for the production and reproduction of materials, and other items. Experiments with electronic machines for dialing materials, or comparable devices, are under way.

In order to meet the needs of students, the resources of school libraries are constantly being improved and expanded. Particular emphasis is being given to developing reference resources (including those in the elementary schools, since the requests of teachers and children constantly require consultation and use by the librarians of resources that are far from being elementary), the periodical collections, the collections of audiovisual materials, and the professional materials for teachers. In secondary schools a major drive has been made to provide the resources needed for accelerated, advanced placement, honors, and enriched courses. In order to satisfy quantitative demands for particular materials school libraries are providing materials in sufficient duplication. The acquisition and use of paperbacks in school libraries have rightly assumed sizable proportions.

Making materials easily accessible can also be seen in the current circulation policies of school libraries that are elastic and flexible, making it possible for students to withdraw all kinds of materials easily, and some kinds of equipment. Further evidence can be noted in the extension of the hours and days that many school libraries are open for student use. Even recent movements toward printed book catalogs and new classification arrangements have a direct bearing on making materials accessible.

The need to meet, at the very least, existing national standards for size of library staff becomes critically imperative, since so much individual work with students in the school library and group work with them in the library areas and elsewhere form a basic part of the research and study skills program — and this but one part of the school library's services.

Quite probably, the notoriously substandard conditions relating to size of school library staff that have persistently plagued school libraries — and not the lack of a carefully delineated philosophy of library instruction — have led to an over-emphasis on teaching and requiring students to work independently in libraries, rather than providing them with library services that would do much of this location and collection of materials.

Students and Other Libraries

Amidst what must be millions of words written and spoken about students crowding into public libraries, the essential points are sometimes lost in the welter of verbiage. As far as elementary and secondary school students are concerned, the most immediate fact to recognize and concentrate upon is that school libraries must be developed and they must meet the standards for resources and programs. The important goal to reach and to be concentrated upon is that of bringing school libraries up to these standards as quickly as possible. Providing substitutes for these measures, no matter how noble the intents, simply means supporting the perpetuation of inferior conditions in the schools. When the schools fully meet their responsibilities in providing the resources of teaching and learning, in having library programs and services that meet recognized standards, and in making the school library resources and services truly accessible, lamented pressures on the public library might even fade away; and colleges would no longer have to give elementary and secondary school level courses in library instruction.

If endeavors to improve school library conditions fail or improvements come too slowly, and if the public libraries continue to assume responsibilities for providing services and resources to meet curricular needs of students, then what implications can be drawn? One would be that the principles outlined for teaching students about study skills and methods of inquiry must be recognized and followed by the public library in its own program of service. This is relatively simple in those numerous instances where students attend schools that have programs of library instruction but still flock to the public library because of inadequacies in the collections of the school libraries, the inaccessibility of the school libraries, or for other reasons. Otherwise it is not simple, and even quite unmanageable, because library instruction must be related to curricular content and assignments, must stress the multi-media approach in the process of learning, and must provide group and individual guidance of many kinds — clearly functions of the schools and the educational process. (*It is not as simple a matter as just knowing in advance what the assignments are.*)

In the current scene, a paradox emerges. On the one hand, we have the numerous references to the problems created by student use in libraries other than those in schools (most often public, but sometimes college, university, and special libraries), and, on the other we have a proliferation of community, regional, and state plans setting forth various proposals for reference and research resource centers to serve all groups (including students) and also proposals for other types of cooperative library services. As we hear more and more about the latter (not infrequently, with the pleasant jingle of federal and state funds in the background), we hear less and less about the evils emanating from students swarming into libraries outside their schools.

There is no question that the future holds changes, even marked changes, in the forms of library services, the audiences served, the organizational and administrative patterns, and the kinds of cooperative planning. The philosophy behind some of these possible trends was introduced decades ago. A plea is made that proposals for cooperative resources and services be based on sound evidence and sound theories. The viewpoint is submitted that we have not yet assembled all the essential facts and that we will never have a true picture of conditions until school libraries reach recommended standards for resources, facilities, and services. Only then will we be in a position to collect the data needed for planning. We do not even know enough now about the nature of the materials that students use for their academic purposes in the school library or elsewhere, or about the number and characteristics of students using or not using library resources. As part of their responsibilities in planning the program of study skills and methods of inquiry, school librarians might well find out about the specific materials used by students, the purposes for which they use them, where they get them, and the reasons for using resources other than the school library.

We tend to assume that students need materials for their curricular purposes that are too rare or too scholarly or too expensive or too infrequently used to justify their inclusion in school library collections, and this assumption is probably fallacious. (We also tend to assume that all public library collections are superior to all school library collections, and this is definitely fallacious). We tend to ignore existing and proposed school system and multi-school system plans for materials centers, for centralized processing, and for other cooperative library services among schools. Too often the creators of state and regional library plans have little real understanding of what a good school library program is or of the reasons why modern schools must have the resources of teaching and learning. Under any circumstance, state, regional, and local planning for libraries should actively involve school administrators and other educators, and too often this has not been the case.

Plans and practices that perpetuate sub-standard conditions in school libraries or that recommend organizational patterns which violate the educational objectives and services that are uniquely characteristics of school libraries, do a disservice to students and teachers. There are innumerable reasons why this is true, but the one to conclude with here is that learning to learn in libraries forms a natural part of the education of youth, best achieved where a richness of materials is easily accessible and under the guidance of teachers and librarians expert in their knowledge of the students, the curriculum, the ways of teaching, and the ways of learning.

From *ALA Bulletin*, June 1966.

Book Selection in Grosse Pointe

Where School Librarians Advise the Public Library

by Virginia Leonard

On the second and fourth Tuesdays of each month, amid the rattle of coffee cups, the Grosse Pointe, Michigan, Public Library holds its adult book selection meetings. Prior to 1949, at which time Robert M. Orr became director of the library, book selecting had been a solo job, attended to by the director alone. The purpose of these get-togethers, as in libraries throughout the United States, is to *recommend, evaluate, discuss, and check* for purchase books to be added to its collection, both at the Central Library and its two branches.

For many years, this book selection committee consisted of the chief of the Central Library, the chief of children's services, the two branch librarians, and the head of the circulation department, with the chief of the processing department acting as chairman. The director is an ex officio member. His busy schedule does not permit a 100 per cent attendance, but he always checks the books to be ordered and has the final decision on any proposed book purchases.

The beginning

Two years ago, at the suggestion of Superintendent of Schools Charles H. Wilson, it was decided to invite representatives from all Grosse Pointe high schools to attend the book selection meetings. The idea was to further coordination and communication between the public library and the school systems.

The first additions to the committee were two staff members of the public high school, the head of the social studies department and the coordinator of the high school library. At the same time, the librarian from one of the private schools joined the group. The parochial high school was also contacted, and by the following year, its librarian was one of the "regulars." Starting in January 1966, the librarian of the other private school joined the committee, and the public library's audio-visual head is the most recent addition.

This entire enterprise was in the nature of an experiment. It meant that the teachers and school librarians gave up precious time from their own pressing needs at their respective schools. But it was felt that they had much to offer, both from their own specialized fields and different points of view.

The Central Library is situated within a block of the large public high school. Both branches are immediately adjacent to junior high schools. All three are constantly used by the students, even though they have school libraries of their own. Assignments are made, and special projects are set up. Classes are large, and the one thing the librarian despairs of is the stampede of fifty or more pupils, all needing the same book or set of books. There-

• Mrs. Leonard is chief of the processing department, Grosse Pointe, Michigan, Public Library.

fore, communication is vital—imperative—or we sink in a morass of frustration and misunderstanding, with the student in the middle, rapidly losing respect for his library systems in their inability to cooperate and provide him with the materials he needs. He must not be driven away; not only is he one of our prime responsibilities for the present, but he is the adult library user of the future. Ground has recently been broken for a second public high school. It, too, will have its own school library, but the public library must be ready to supplement and complement this additional demand when the time comes.

From their background as teachers and school librarians, these new representatives to the book selection meetings can help anticipate the future requests of college students. Any public library located in an area where junior colleges already exist or are anticipated should look ahead to an influx of young collegians who have special needs of their own. With this in mind, reference collections may need expansion and reevaluation, and supplementary materials for college textbooks, as opposed to high school and lower grade ones, must be supplied insofar as the budget will allow.

A typical meeting

Preliminary preparation for a typical book selection meeting is the reading and marking of *Virginia Kirkus Service*. Two sets are circulated during the two-week period prior to the meeting, one to the school personnel and one among the public library staff. Each public librarian who attends is also responsible for one or more other book reviewing media. One member may be assigned the Sunday *New York Times* book review section, another may be responsible for *Library Journal*, and still another, the Sunday book sections of the two Detroit newspapers. The chief of the Central Library checks the *ALA Booklist*. Other periodicals and newspapers such as *Best Sellers, National Review, New York Review of Books, Time, Saturday Review, New York Herald Tribune Book Week, Christian Science Monitor, Chicago Tribune Books Today, Nation,* and *New Republic* are used, in an effort to cull from media with varied points of view. Most of these are checked against orders outstanding and received, and those not yet considered or ordered are carefully evaluated before presentation to the group. Since the public library's books are rarely ordered on approval, it is important to have authoritative, comprehensive, and reliable reviews. It becomes a challenging task to stay within budget limitations, and yet serve all the needs of the community with the right number of the right books.

Since the high school representatives have had an opportunity to read *Kirkus* beforehand and have initialed the books they feel would be useful for school and community needs, these titles are brought up for consideration, especially if they have not been marked by any member of the public library staff. The teacher or school librarian, then, is given an opportunity to explain why he could use this author or book in his classes, either currently or in the near future. Or his specialized knowledge of the author or subject content may help to evaluate the need of the book for the college or adult library user.

As each public library participant presents the book reviews he has selected, the school people are given ample opportunity to make observations, recommendations, or any other pertinent comments. Not only do they frequently help the public librarians decide whether or not to purchase the book under discussion, but also the number of copies which may be needed for the entire community. The school personnel may provide interesting bits of information about certain authors, their previous works, volumes in preparation, or how they can be used in conjunction with related courses. With honors students doing more and more independent study, there are more book areas to be explored.

Reciprocally, the public librarians can aid the school people. The *Kirkus Service* can be useful to them in their own book ordering. Other books may be called to their attention which they may wish to put into their libraries. Ideas are exchanged to mutual benefit. Publishers, discounts, dealers, relative merits of the book-reviewing media, experiences with paperbacks and permabounds, use and misuse of *Masterplots*, student use of the libraries, discipline problems, Xeroxing, problems of theft and mutilation—these and many other topics can be discussed and debated, with at least one person emerging wiser and better able to cope with certain perplexing and unresolved situations.

Aid to communication

All of this helps the left hand to know what the right hand is doing. It prevents the breakdown in communication which can result in a king-sized headache on the part of all educators. If the social studies teacher tells the public librarian of a relatively inexpensive paperback he will be using next semester in class, the librarian can buy multiple copies at once. True, the high school libraries will also be buying copies, but there are rarely enough to satisfy the demand; and if the public librarian can anticipate a need before the castle gate is stormed, he can at least be more adequately prepared than if no one had given prior notice. Basic and supplementary reading lists can be provided beforehand, both for summer use and for reference during the school year. If the public librarian knows that certain areas in history, literature, and related fields are to be pursued; if he knows that certain courses will be instituted; if he knows that less emphasis will be placed on certain authors and fields—he can make his book selection infinitely more accurate, intelligent, and meaningful. He can zero in on precisely what will be needed and asked for.

In a suburban community such as Grosse Pointe, serving public, parochial, and private schools, it is only common sense and good librarianship to ask representatives from all three to help in the sphere of public service to the student. And if the public librarian is also able to help school librarians and teachers in their own book selection, then coordination and communication have held firm, and everyone, in the long run, should profit.

The Grosse Pointe Library's book selection committee has grown since 1964; I am sure that as a result we are giving better service to all of our students and to all of our other patrons. The pooling of knowledge, the use of brain-storming sessions, the inter- and intraexchange of information and ideas—all are bound to result in progress.

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From *The Bookmark*, January 1967

PUBLIC LIBRARY - SCHOOL COOPERATION
LSCA - ESEA
1964-1966

By Laurence G. Hill, Director, Nioga Library System
and
Dorothy Goldberg, Coordinator, Public Library - School Cooperation

Until quite recently school and public library cooperation depended on individual local effort punctuated more than occasionally by irritation, misunderstanding, and downright mistrust. At any gathering of reference and children's librarians the "student problem" was discussed with much heat and regrettably little light.

The 1963 ALA conference within a conference can be credited with impelling the Nioga Library System to apply for an LSCA grant in 1964 for the promotion of public library-school cooperation. The main features of the proposed program were:

I. Employment of a full-time professional librarian at system level to enlist full cooperation among school librarians, teachers, and public librarians, and to plan and implement means to make the most effective use of library resources, school and public, in the Nioga area

II. Provide equipment for the reproduction of library materials from book, periodical, and microfilm sources at strategic locations in the system

III. Purchase of materials, particularly periodicals on microfilm, to be located at strategic locations in the system

Beginning in late 1964, photoreproduction equipment, microfilm readers, microfilm reader-printers, and substantial quantities of periodicals on microfilm were purchased and placed with the Niagara Falls Public Library, Lockport Public Library, and the Richmond Memorial Public Library in Batavia. Mrs. Dorothy Goldberg, formerly of the Buffalo and Erie County Library System, became coordinator of the project in February 1965 and began an active program of establishing contact with the public librarians and school personnel.

The use of photoreproduction as a specific service to be offered opened the door to discussion with school people of what was available to students in and out of the school. It should be stated emphatically that the approach to cooperation between school and public libraries must be made simultaneously at the administrative and at the teacher-librarian levels. This applies equally to the system headquarters, member libraries, and the school districts. When this is done the channels of communication are opened and understanding of mutual problems begins to flow. Maintenance of these channels of communication is the most important factor in the success of any public library and school cooperation program. Changes in personnel in schools and public libraries constantly threaten to break the fragile contacts previously established. Preserving and enlarging the network is done by group discussion, joint meetings, and most importantly, by continued personal contacts between the project coordinator and the school and public librarians. It is a full-time job when 19 public libraries and 28 school districts are involved.

Early in the project an advisory committee was formed which meets regularly to discuss policy and methods. Included on the committee are public librarians, school librarians, a curriculum coordinator, vice principal of a parochial school, and a representative of a regional board of cooperative educational services. The coordinator has acted as a clearinghouse for specific problems in mass assignments, termpaper research, special topics, location of materials, and so on. The whole professional staff of Nioga, in particular the reference and children's consultants, have worked very closely with the coordinator.

Specific accomplishments during 1965 and early 1966 included a 600 percent increase in photocopying activity: 560 copies made January-May 1965, compared to 3,137 copies made January-May 1966. In accordance with "fair use" policy Nioga rarely makes more than a single copy of any article. Supplementary collections were sent to public libraries on short-term loan to help supply materials for class assignments requiring outside work. Twenty-three collections went to 10 public libraries at the coordinated requests of teachers, school, and public librarians.

In early 1966 the Nioga Library System applied for and received a special purpose grant of $40,000 under title II of the Elementary and Secondary Education Act to provide for the supplementary book materials to be loaned to school libraries. Limited to social studies materials, the books are now available on short-term loan on a first-come, first-served basis. Loans to schools are coordinated with loans from system LSCA materials to public libraries. The aim of the experiment is to make as much material as possible available to the student in and out of school at the time of the assignment. A week-long open house, day and evening, was held in late September to acquaint teachers, administrators, school and public librarians with the details of the program. During the week, 225 library- and school-affiliated persons visited Nioga Headquarters to see the books and talk with Nioga personnel. The visitors represented 68 elementary schools and 37 secondary schools, with large representation from private schools.

The first month of coordinated loans to school and public libraries resulted in the loan of 86 collections to 41 schools, and the pace continues. Procedures and policies on loans to both public and school libraries have been deliberately made as flexible as possible during these early days to allow for adjustment. The program makes no attempt at saturating school or public libraries with materials on specific curriculum units. Neither schools nor public libraries have sufficient funds for this as yet. Interest lies in exploring the structure and mechanics of coordination that will produce the most efficient use of materials, school-owned, public library-owned or system-owned, that are are available on an areawide basis. The problems of logistics involved are by no means simple.

CONCLUSIONS

1. The public library must accept a commitment to serve the student as an individual. Students, elementary, secondary, and advanced, are the majority of present public library users and account for an increasing proportion of reference service to adults as well as young adults. The opportunity to convince these future citizens and taxpayers of the life-long value of public library service must not be ignored.
2. The frustrating strain placed on both school and public libraries to provide materials for students will be alleviated at least in part by increased purchases from local and State funds supplemented by Federal grants.
3. Coordination and cooperation among all kinds of libraries is essential in developing the logistics of supplying materials of the kind needed, to the place needed, at the time needed. Inherent in this is less concern with where actual title or ownership of material lies, and fewer unilateral decisions on the part of both schools and public libraries as to the responsibility of each.

The Nioga Library System's public library-school cooperation program is now about to begin its third year. The experience gained will be of great value in meeting local problems and in planning and activating future regional community resource and materials centers.

From *The Bookmark*, October 1967

STAGES IN AND FIELDS FOR INTERLIBRARY COOPERATION

By Jean L. Connor, Director
Division of Library Development

Speech given at a joint meeting of the American Association of State Libraries and the American Library Trustee Association at the ALA conference in San Francisco, June 26, 1967.

Title III of LSCA is like the cable cars of San Francisco. It is attracting a lot of attention. The visitor to San Francisco has two questions to ask about cable cars.

First - "How do they work?" By this he usually means, "Are they safe?" "Will the brakes hold?"

Second - "Where do they go?" "Which one goes to Fisherman's Wharf?"

Similarly, there are two principal questions being asked about INTERLIBRARY COOPERATION.

First - "What is the best approach to interlibrary cooperation?" "How can libraries of different types and at different levels work together?" Back of these questions there is usually some fear of cooperation and coordination. There is a need of definition. You see, there is a concern here, too, that the brakes may not hold, that we may slip back rather than go forward.

Second - "In what areas shall we plan for interlibrary cooperation?" In short, "Where can we go?"

In this talk, I shall deal with both questions. While I will not try to describe how a cable car works, I will give attention to the parallel question, the qualifications which seem necessary for success under Title III.

Briefly stated, I believe the best approach to interlibrary cooperation is a phased-in approach in which careful attention is given to possible stages of cooperation, to the involvement of all concerned, to selective programming, and to continuous evaluation of results. It seems to me there is no more important task facing modern librarianship than designing ways we can effectively work together.

Secondly, I shall suggest some promising program areas for interlibrary cooperation. I shall talk about our "destination."

In all of this discussion, I have treated the topic "programs underway" broadly. We all know that Title III has not yet been funded. So the projects I describe are illustrative of what can be done under Title III; they were not funded under Title III, but under State, local, or Title I funds.

PLANNING

In working together, the first place to begin is to "get the facts." There should be available at the State and regional levels, statistics and studies on the current status of library service. Often, we have the picture for one or two parts of the whole, but lack adequate data on one of the major types of libraries. Studies, even if undertaken separately by type of library, should be designed to include and focus on problems of relatedness. For example, studies of library use should reveal the several types of libraries utilized by the same reader. There is good reason to believe that not only students, but other readers, tend less and less to use just one type of library to meet their needs. Studies of adequacy of one unit should show backstopping services available in possible or actual networks of service. Studies must be designed and conducted so as to increase an understanding of the whole.

STRUCTURE FOR CONTINUOUS PLANNING

It is a mistake, however, to assume that studies, no matter how good or how convincing, will of themselves result in increased cooperation. Planning is not a bound report available in 1,000 copies; planning is a process. There must be a structure available to all library interests in the State for continuous joint planning.

The place to begin such planning may be the State professional association. For too long, we have run our professional conferences in watertight compartments; the school librarians go to one set of meetings, the public librarians to another, and the college librarians may not be there at all.

Similarly, the committee work of the State associations is often broken down by type of library. The emergence of State association committees devoted to total library development is a healthy sign. Increasing attention should be given by the officers of State associations to ways by which the programs of the association can foster joint planning.

I am not content, however, to leave the matter of cooperation to the State or regional professional organizations. The State Library agency bears the greatest responsibility of all.

In every State, there should be a single office in which planning for cooperation, across type of library, can take place on a continuing basis. In the event the present structure of government in a given State Library agency does not accommodate such a concept, there should as an interim measure at least be a committee representing the various library functions at the State level, which meets regularly, to minimize the danger of piecemeal planning.

Advisory committees on statewide library development, i.e. advisory to the State Library agency, are another useful device.

LIAISON STAFF

Another step in cooperation, beyond studies and planning committees, may be the provision at State or regional levels of persons whose principal task is to provide liaison among the various existing library programs. Such liaison jobs are usually established when there is recognition that planning and achieving cooperation is a full-time task. A committee cannot do it all, nor can the top administrators spend all their time "coordinating."

In establishing such liaison positions, there are two critical guidelines:

(1) The staff member should be clearly responsible to one supervisor. No man can have two bosses.

(2) There must be a channel or channels through which all can learn what the liaison staff member is learning (for example, bulletins, review conferences), and through which he can influence program planning.

An example, in New York State, of such a liaison program is to be found in Nassau County. Under an LSCA grant, the Nassau Library System has hired Mrs. Dinah Lindauer as public library-school library liaison consultant. Mrs. Lindauer has promoted interaction between school and public libraries in the county, through meetings, bulletins, joint planning sessions, etc. Effort has been directed to a close integration of LSCA, ESEA, and NDEA to make possible a broader approach to the total program of improving service to students. The Westchester Library System has a somewhat similar project, placing emphasis on a survey and meetings with school administrators, as well as librarians. The Nioga Library System has a school - public library liaison person who maintains close contact with principals, teachers, and librarians.

CONTRACTUAL SERVICE

Another stage in developing programs of interlibrary cooperation may be service by contract, crossing type-of-library lines. Here there is an effort to define what service might be appropriately rendered by one unit, provided contractual payment is made by another unit. The payment is an important feature, as it insures that no unit simply assumes, perhaps by default, the responsibilities of another.

Such service contracts exist at both regional and local levels. There are several examples of such contracts in New York State between public library systems and school districts. One service rendered under such contract is centralized processing of library materials.

For example, the Suffolk Cooperative Library System contracts to provide centralized processing to approximately 110 schools, 2 colleges, the libraries of Suffolk County offices, and a museum library. In addition, it processes books by contract for public libraries belonging to another public library system as well as its own member public libraries.

The Nassau Library System is processing books from 52 schools in 11 districts, funded by contract from school funds. This is in addition to processing books for its own member public libraries.

Contracts have the advantage that they provide infinite flexibility and the ultimate in protection for both parties. Contracts permit phasing-in, because they can be tailored to fit any degree of cooperation the contracting parties desire.

SERVICE THROUGH A MEMBERSHIP SYSTEM

There can be a great deal more to interlibrary cooperation, though, than contractual services purchased by one party from another party. In the maturity of our profession, we will find ways to "go beyond" contracts and become equal partners in a common endeavor, jointly planned and administered. The most inclusive term I can give you for this concept is "a system of libraries," in which the relationship is not that of a city library and branches, i.e., a consolidated system, but a cooperative system in which each library retains its own governing authority, budget and fiscal control, staff, etc.

In such a system of libraries, there would be a board of trustees to develop policies acceptable to all; all types of libraries would have a part in the development of the regional program. In New York State, in the past year or so, we have organized nine regional reference and research library systems which cover the entire State. These systems include our existing 22 public library systems, plus about 150 college, university, and special libraries. We are endeavoring in these systems to plan programs to meet the needs of readers for advanced library materials - to assist them in identifying, locating, and gaining access to materials not in their local library.

It is, of course, quite possible, indeed usual, for cooperative systems of libraries such as I am describing, to have contracts with the members for services rendered. However, the distinction I am trying to make is this. In a system of libraries, as contrasted to a simple contract between one library and another, there is provision for broad regional planning on a continuing basis, across type-of-library lines; and, secondly, there is a system staff which is free from the responsibility of operating a single library and therefore enabled to think, plan, foster, and carry out cooperative programs on behalf of all of the system members.

Such systems of libraries are important to the future and are, I believe, appropriate agencies for the receipt of State and Federal funds. In planning for LSCA Title III, consideration should be given to the encouragement of such systems.

A SUMMARY OF THE ASPECTS OF COOPERATION

So far, I have been dealing with the structural aspects of cooperation, the vehicles through which programs of interlibrary cooperation can take place.

I have stressed the need for and potential of:

1. planning and studies, "the facts,"
2. a structure for continuous planning in State associations and at the State Library level,
3. liaison staff,
4. contractual services, and
5. systems of libraries with regional boards and system staff.

This, in short, is how the cable car works.

SOME PROMISING AREAS FOR INTERLIBRARY COOPERATION

I would next like to list some of the areas in which it seems to me interlibrary cooperation projects may prove most fruitful, to talk about our destination.

1. INTERLIBRARY LOAN, COMMUNICATIONS SYSTEMS

I would unhesitatingly begin such a list with interlibrary loan. We need to develop networks whereby one library may draw upon the resources of another, not just by courtesy, but as a matter of right - a network whereby those libraries who give service far in excess of that received are compensated for their service.

In New York State, as part of our reference and research library resources program, we have developed a new dimension in interlibrary loan.

Prior to our current program, initiated in March with State funds, requests from the local or regional level not met at the State Library were referred to the originating library. Now we have entered into contract with 11 major libraries for backstopping service, making payments for referrals made and requests filled. The State Library serves as the filtering center as well as the switching center. Requests are first referred to one of three large public libraries. If the request is not filled there, it is then referred by the State Library according to subject area, to one of eight research libraries.

As a part of this interlibrary loan network, the New York State Library has a pilot program of facsimile transmission which links 14 libraries in the State. Here, again, the State Library serves as the switching center. Sending and receiving stations for facsimile transmission are located at Cornell University, Columbia University, The New York Public Library, the Rochester Public Library, the Buffalo and Erie County Public Library, and the New York State Library. There are eight other sites that have receiving capabilities. We are studying not only machine capabilities, but speed, the nature of the materials borrowed, the amount of use, and the users' reactions to the service. Success is a multifaceted thing which will be dependent not only on the machine, but on the ability of the State Library and the contracting libraries to develop efficient operating procedures, the ability of the regions to link many libraries to the receiving stations by delivery service, and on our ability to make the service known to the readers who have most to gain from its use.

These are pilot programs; we are still in the shakedown period, but both are programs we believe are basic to meeting the needs of readers in our State.

2. DELIVERY SERVICES

A second and related area for consideration is the development of delivery services linking libraries in a given region to major resource centers. New York has made grants of State funds to its new reference and research library systems and they are developing a delivery program to facilitate interlibrary loan.

An example of such a program is a delivery-messenger program now underway in the Albany area, sponsored by the Capital District Library Council for Reference and Research Resources. This daily delivery service links the State Library, six colleges, three public library systems, two junior colleges, two branches of the State University, one hospital, one law school, one medical college, one pharmacy school, and an astronomical observatory.

3. CENTRALIZED PROCESSING

A third area of importance is the development of automated centralized processing centers to serve more than one type of library. As I have already stated, we have several examples of public library systems doing processing for school libraries, by contract.

With the advent of electronic data processing capabilities, it is important that planning be on a large-enough scale to take full advantage of mechanization. Over the past decade in New York, we have seen the organization of approximately 19 cataloging and processing centers which serve nearly 700 public libraries. Now the trustees of the 22 public library systems of the State have organized a chartered association to plan and operate a single cataloging center for the entire State, to be supplemented by about 9 processing centers. This will serve about 700 public libraries and perhaps other types of libraries as well. The desirable pattern for processing centers will differ from State to State, but it is certainly a fruitful area for interlibrary cooperation.

4. RECRUITING, INSERVICE TRAINING

A fourth area for interlibrary cooperation is recruiting. We have a common need to draw more persons into the profession. A program designed to reach high school and college students, to interest them in librarianship as a career, could be jointly sponsored by several types of libraries. In New York State, our most promising recruiting effort, that sponsored by the Pioneer Library System at Rochester, foreshadows such a program.

Similarly, many efforts at inservice education of library staff would be strengthened were the problem approached from an interlibrary cooperative system program. Basic to our future interlibrary loan and reference networks are informed staff, aware of network resources and skilled in referral.

5. PUBLIC RELATIONS

A fifth area for cooperation is public relations. The mass media of communications reach out, crossing jurisdictional boundaries, geographical ones, and the boundaries of type of library. In the fulfillment of our common goals of reader guidance and information service, a joint public relations program would be useful. Another cooperative public relations program might center on an information program for librarians, trustees, school and governmental officials, emphasizing the financial aspects of library service.

In New York State, the five metropolitan public library systems clustering in and around New York City and its suburban counties, have for three years now been engaged in a cooperative public relations program which has utilized TV and radio. The spot announcements and TV shorts are now being made available throughout the State. The focus of the program is on public libraries, but it could well be expanded.

6. OTHER AREAS OF COOPERATION

There are other areas of cooperation and they will be recognized as such when we all perceive our inadequacies to the tasks which face us and are willing to join hands in meeting them. Just as inner city churches have found it necessary to develop common programs to meet the challenge of urban decay, so libraries need to join together to reach the poor, the illiterate, the Negro, the disadvantaged. Similarly, if we are to meet fully the needs of the professional person, college students, business, industry and science, for reference and research materials, we must evolve cooperative programs not only of interlibrary loan but reference services and acquisitions planning.

We also need to work together to develop tools to enable the user at one facility to know what is available to him at another point in the library network, through such devices as union lists, book catalogs, and subject bibliographies. These should be planned to integrate regional programs with State and national efforts and, of course, should be planned across type-of-library lines.

To summarize, I believe that fruitful areas of interlibrary cooperation are:

- interlibrary loan,
- delivery services,
- centralized processing,
- recruiting, inservice training,
- public relations,
- service to the disadvantaged,
- advanced research service, and
- the development of "finding tools" for library users.

SOME NEGATIVE OR CAUTIONARY REMARKS

While all I have said is positive in tone, I have a few negative remarks to make. I think there are some areas which are inappropriate for interlibrary cooperation, at least in their "common denominator" variety. I would avoid panaceas that propose one library to meet all needs. I believe every school and every college needs its own library. The appropriate place to consider combined resources is at the second level. A backstopping strong central resource may serve many types of libraries, even as a wholesaler serves a variety of retail outlets who reach the ultimate consumer. The role of central or district libraries for regional programs serving more than one type of library needs careful exploration.

Secondly, I believe that all planning for cooperation should recognize there are two parts to the whole. At the same time that we design structures and programs of cooperative service, we must insure the strengthening of the parts, stressing the need for adequacy in each of the member libraries. If all we share is weakness, pooling that weakness does not produce strength. All libraries need to work toward meeting standards. However, I am not so pessimistic as to believe that no library or type of library should enter into a program of interlibrary cooperation until it has reached ALA standards! That would be rather like saying no library should add phonorecords until it has an adequate book collection, or that no jet planes should be built until all trains are running on time.

We need to move forward to adequacy together - school, college, public, institutional, and special libraries. We need to define adequacy together. We need to serve together if we are to fully meet the needs of people.

FINANCE

Lastly, I will conclude with a word about finance. To date, LSCA Title III is more promise than substance. The projected level of funding is so low that it is difficult to take it seriously. What should be a major Federal program, a chief point of emphasis in the entire Federal program of library aid, is now a mere footnote. Like any footnote, however, it can serve to point the way.

I would like to suggest that it would be appropriate for each State to seek State funds to create its own "Title III," supplementing Federal funds. The principle of interlibrary cooperation, if appropriately phased-in and programmed, is so important that we should seek both Federal and State funds to make the promise a reality.

In conclusion, I would point out that there is an excitement about cable cars which is contagious. They give one a ride to be remembered, and some spectacular views.

So with Title III - I commend it to you. Like cable cars, interlibrary cooperation is the way to climb the steep hills which face us. The bells are ringing, so hop aboard. We're on our way.

From *The Bookmark*, November 1967

LIBRARY COOPERATION AS SEEN FROM THE INSIDE

By Mrs. Priscilla Cypher, Library Coordinator
Byram Hills High School
Armonk, New York

From a speech given at a Workshop on School-Public Library Cooperation, Watertown, New York, May 26, 1967.

School and public libraries are separate entities, but their goals of serving children and young adults are the same. The creation of the position of school-public library liaison at State level recognizes the bond between us all. So does such a meeting as today's, and the one on May 15 in New York City, at which representative school librarians were given the opportunity to react to the new report, *Emerging Library Systems*.

Each of us, school or public librarians, should see the world of librarianship today as a whole. To do our jobs well, we must see the overall pattern and be intelligent partners aware of all that is happening: of the 3R's research centers, various public library systems, of developing technology such as FACTS.

It behooves us all to keep up with current advances in library accessibility, as mentioned in the new public library report.

1. LEGAL ACCESSIBILITY - the individual's right to use certain collections. For instance, METRO, the New York City research center, will not serve students unless they are 18, which leaves a lot of our advanced placement high schools high and dry. I would like to see METRO and other 3R's research centers accept high schools for membership so they might serve advanced placement students, faculty needs for graduate study, and out-of-state college students home on vacation with papers and research needs. It would be far cheaper than trying to build each high school library to university caliber.*(See p.83)
2. PHYSICAL ACCESSIBILITY is a problem in widespread rural communities without adequate bus service, and particularly a problem to nondriving or daylight-driving students.
3. BIBLIOGRAPHIC ACCESSIBILITY is also a problem for small local collections. Technology will help us solve this eventually, but right now, the telephone and cooperative neighbor libraries are our only salvation.

The report on emerging public library systems says 50 percent of public library users are students and they use 60 percent of public library staff time - I hope they included us school librarians in this figure!

On a practical basis, we can work for greater cooperation in county library associations. Public librarians naturally belong to ALA, NYLA, and their county associations. As school librarians, we are expected to belong to State, county, supervisory district, and local teachers' associations as well as NYSLA, and local school library associations like the Southeastern Zone of School Librarians. It may be a double financial drain, but as "cooperative librarians" it is worth every penny also to join our public library groups. The Westchester Library Association has two groups of special interest to school librarians, the Children's and Young Adult Librarians Section, and the Administrators' Section, which includes public school, special, parochial, business, and college libraries. This is a most helpful group in many areas. The Westchester Library Association has always been most cooperative, encouraging school librarians' membership, inviting us all to workshops and conferences. The association also made a survey of Westchester school libraries, under Loretta Winkler's able guidance. This was a project of WLS's Better Student Committee.

Looking at the picture from a local standpoint, there are only so many tax dollars for library books in any town. School and public librarians should know and plan their collections and library hours to bring the greatest service to the community. It is a waste of taxpayers' money not to have school libraries used in summer and during evening hours.

Our town and school libraries cooperate in many ways. From the students' standpoint, I believe, it is important to have consistency of operation between the public and school libraries in such details as cataloging and fines. Public and school libraries should back each other in censorship cases. Both can accumulate quite an arsenal of literature, including the ALA Bill of Rights, National Council of Teachers of English Citizen's Request for Reconsideration of a Book, and their own book selection policies.

This year, the Armonk elementary school librarian, Mrs. Mae Bernstein, sponsored special assembly programs in which the children's public librarian, Mrs. Sylvia Saltzman, presented awards for her summer reading program. There are yearly visits to the town library of all elementary classes. Sometimes Anne Izard does a story hour for the younger classes. As part of their orientation program, all new secondary teachers spend 2 to 3 hours at the public library compiling bibliographies in their subject areas as part of their checklist for the principal. Free borrowing privileges are extended to nonresident faculty. Interlibrary collections are held on reserve, school bibliographies are marked for both school and public holdings, and assignments are always relayed by phone.

I recall while working at the White Plains Public Library, in a much larger community, the children and I often felt frustrated with public and parochial reading lists, which were excellent but frequently not updated. Many of the titles would be out, and the children apparently were absolutely held to rigid requirements. As a public librarian, I beg teachers to trust librarians and their judgements on appropriate substitutions. A school librarian can keep a finger on the curriculum pulse, but the jumbled rendition of assignments which many public librarians are faced with is often unbelievable. Students need to be taught how to take down assignments accurately and how to interpret what teachers want.

I'm understaffed, like most of you, but as a school librarian, the solution I have is the Byram Hills Library Club. I depend upon these students to do almost all my carding and shelving and all of my kit processing. Some of our members are or have been pages at the town library. This club is very active in town library affairs - assisting at fall and spring art shows, serving refreshments at the public library open house during National Library Week, and decorating the town library for Christmas. The club also goes to the children's ward of the county hospital. One Saturday per month, I keep the hospital library open for wheelchair patients while club members hold picturebook hours in the wards.

Byram Hills Library Club belongs to the Westchester Student Library Assistants, an organization composed of public library pages and of high school library clubs from the whole county. The group presents a scholarship each year to a resident of Westchester County currently in library school. Byram Hills Library Club has an annual paperback book fair, in the community room of the town library, to raise our contribution to this scholarship fund. Each year we have a guest author at this affair.

Someday we hope one of our Byram Hills Library Club members will be a recipient of the WSLA library scholarship. Incidentally, WSLA is cosponsored by Loretta Winkler, young adult consultant for the Westchester Library System, and Louise Riedinger, Pelham High School librarian and 1967 president of New York School Librarians, which again proves the close cooperation and interweaving of our school and public library worlds.

*EDITOR'S NOTE: Faculty and college students have legal access to reference and research materials of the METRO network through their public library and the Westchester Library System. High school students have legal access to the resources of the Westchester Library System and the New York State Library.

From *The Bookmark*, November 1967

LIBRARY COOPERATION - A PUBLIC LIBRARIAN'S VIEWPOINT

By Robert N. Sheridan, Director
Levittown Public Library
Levittown, New York

From a speech given at a Workshop on School-Public Library Cooperation, Watertown, New York, May 26, 1967.

We are told that Fanny Hill had two attributes which she considered essential in her profession but which are equally essential to every librarian interested in successful school-public library cooperation. Those attributes were a sincere interest in serving her clientele, and perhaps more important, a willingness to innovate. Although both attributes are necessary for any successful school-public library cooperation, innovation is absolutely essential.

I can offer no easy answers nor any quick solutions to this problem. It will require a great deal of patience and, perhaps more than patience, persistence, for it will be necessary to erode attitudes, ideas, and habits formed by teachers, students, and librarians which relate to library use and student assignments. If your cooperative efforts do not yield quick results, you should not be discouraged. You must remember that persistence and patience are the keystones, and that, though rock is much harder than water, drops of water will eventually cause the rock to disappear completely.

It is essential to establish a basic philosophy in the very beginning and to recognize the importance of both the school and the public library in the total scheme of the educational needs of every community. No public library, however large or good its collection, can hope to provide the proximity of material which is required for a good educational program; nor can any school library, with its need for duplication of material and its restriction in scope and budget, ever supply the depth of material which can be found in the public library collection. Your colleagues must understand that both are needed by the students and that all can gain by cooperation. Initial contacts are tremendously important, and it is essential in the beginning that your counterparts in the schools not be offended. Certainly, the first step is always to talk to the school library coordinator or the individual school librarian. Then you may approach the superintendent of schools. In this way no one will feel that you have gone over his head nor will he be offended if the people at the top, in this case the superintendent of education or board of education, begin to inquire and show an interest in the school and public library cooperative programs. If the superintendent of education wants an official request from the library board to the board of education for cooperation, there is no problem. It is easy enough to provide such a document once the groundwork has been laid, but to begin immediately with an official request from your board to the school board for cooperative programs before first discussing them with the coordinator of school libraries, individual school librarians, or the superintendent of schools, could lead to misunderstanding and suspicion almost impossible to overcome.

It is essential that public librarians understand as much as possible about the operation of school libraries, about their problems and goals. Visiting school libraries is absolutely necessary. Visit, observe, talk to school librarians as individuals and get to know them and their problems. A firm foundation will then be laid for cooperative efforts. You will find that your problems are not very different from those of the school librarians. The group which will be most difficult to reach will be the teachers, but remember that even the school librarians have difficulty reaching them.

Determine who can exert an influence on the teachers to help make your program effective, and recognize that the individual will differ from district to district. In some districts it may be the superintendent, the principal or the department chairman, but it is essential that you attempt to determine how the power structure in your local school district operates and then identify which group can bring the greatest pressure to bear on the teachers or who can most easily influence them. You should then tailor your program to enlist the support of this key group. If your program is not designed to get through to the teacher as quickly and as effectively as possible and to reach him via the people to whom he must listen, then your program can not be successful.

In the beginning you must delineate what form or shape your program will take. Pick an area, concentrate on it, and do a good job. Guard against fragmenting the program by trying to do too many things too quickly. A sound school-public library cooperative program will take at least two or three years to reach anything like maximum effectiveness in the production of materials, and it will take somewhat longer to reach maximum effectiveness in changing the attitudes of people.

Let us look at a few types of specific activities which have been undertaken in Levittown. Most of these do not require additional outlays of money and can be undertaken by those with limited budgets. You will note, however, that the one item required in each of these projects is a great deal of time. Since libraries have a good deal more time than they have money, this seems a reasonable approach.

One of the first things to be done which requires little effort and less money is the establishment of a genuine reserve section for material related to specific school assignments for which advance notification is received; I might add that it should be used to reserve material for any assignment even if you have not received advance notification. Your public service staff can become quite adept at ferreting out assignment information from the students themselves. This reserve section will be a service to the teacher and the students and will be appreciated by the library users.

In conjunction with this reserve section, it is useful to prepare and distribute assignment notification cards through the district superintendent's office, or through the school librarians. After making an assignment requiring library use, teachers should return the card to the school librarian, who will make a note of the assignment and forward the card to the public library. Talks to the faculty by public and school librarians can be helpful in making the teachers aware of the reserve section in the public library and the library's willingness to assist their students in meeting assignment requirements. But there is no question that the school librarian's day-to-day contacts with the teaching staff will be a key factor in keeping teachers continually aware of the need to notify the library about assignments.

The establishment of a reserve section does not, however, eliminate problems of mass assignments in which 30 and 40 students in a class are assigned to read a single title or where all of the students in a particular grade are reading a limited number of titles from a particular booklist. Therefore, we purchased an extensive collection of curriculum-oriented paperback books, up to 50 copies per title, to supply the needs of junior high and high school students. Our present collection now numbers more than 4,000 volumes. This allows the public library to make the maximum use of the funds available. Again, attempting to obtain the reading lists was a most difficult task, which we managed to overcome by borrowing the students' reading lists and copying them on our coin-operated copying machine.

In preparing to purchase a paperback collection, you must recognize that the library will never have enough copies to meet mass student assignments. But the paperback collection is one way of making more material available, and it may point up to teachers the need to consider staggered assignments. I would suggest that the loan period on the paperback books in the student section be limited to approximately two weeks as opposed to the normal four-week loan period. In this way the turnover of the books in the collection is accelerated.

Another service instituted at Levittown, at the request of the elementary school principals, was the scheduling of regular stops by bookmobiles at every elementary school. These stops were in no way designed to substitute for elementary school libraries; rather, they were designed to allow classes to visit the bookmobiles with their teachers in order to familiarize themselves with the bookmobiles, how they operated, what material was on them, and how one got a library card. In this way, when the children visited the bookmobiles at their own neighborhood stops they could use them more effectively.

During the time these projects were being undertaken, a series of meetings was being held with the school librarians and the district library supervisor, which resulted in the joint production and distribution of two leaflets, one designed to make students more familiar with ways to use library service productively and the other to familiarize teachers with ways in which library services could be used to improve assignments. The student leaflet was printed and distributed to more than 10,000 students in the district. It was not distributed to students below the sixth grade level or above the tenth grade level, because it was essential to write the leaflet in such a way that it would apply to the largest number of students, recognizing that the younger students would not understand it and the older students would feel that it was too juvenile to interest them. The teacher's leaflet was distributed to all faculty members. These leaflets are also distributed each year with packets of other materials of interest to new teachers coming into the district. At the first orientation meeting in the fall, the teachers receive an envelope imprinted with "Levittown Public Library Welcomes you to Union Free School District No. 5." In the packets are applications for public library cards, curriculum-oriented bibliographies, brief information about Levittown, copies of the student and teacher leaflets, plus information about the public library's activities. The public library director is usually a guest at the orientation luncheon in our district, and it has been useful for the teachers to see that the public librarian is considered to be an important part of the total educational community by the school administration.

A very large and time-consuming portion of the Levittown program has been the preparation and distribution of bibliographies and lists of public and school library holdings for certain English and social studies classes. In addition, as areas are identified within the elementary school curriculum where such bibliographies would be helpful, bibliographies will be prepared for these areas. You must understand that this is not a short-term project. These bibliographies list a large portion of the titles on these subjects which are owned by the Levittown Public Library, and, in addition, they show the holdings of the school libraries concerned. The bibliographies have been distributed to the teachers of these subjects so they may know at a glance the total library resources of the district in relation to any particular assignments.

You may be interested in the method by which these bibliographies have been prepared. First obtain from the school people a curriculum guide for the subject area concerned. The superintendent can be helpful and the curriculum guides can normally be obtained through a State agency if they cannot be obtained locally. Using these curriculum guides we examined the shelf list and the shelves of the Levittown Public Library to list all titles appropriate to subject and age level. This list indicates the call number and the copies available in the public library. These lists are then circulated to the appropriate school libraries in the district with a request to check them against their holdings, mark the number which they own of each title, and add any pertinent title. At the same time, these draft bibliographies are sent to appropriate department chairmen to check suitability. When these bibliographies have been returned to the public library, the information is then collated and a single list is mimeographed which shows the call number, the title and author, the number of copies available in the public library and in the school libraries concerned.

These lists have several uses. They will be distributed to the superintendent of education, board of education, and board of library trustees. They will not only assist in identifying weaknesses in collections and in number of copies in the public library, but also in identifying and pinpointing weaknesses in the school libraries in particular topics in the curriculum. The teachers, school librarians, principals, and the superintendent of education will recognize the deficiencies and want to improve their holdings. The bibliography can be very effective for improving library resources in the school district.

A complete list of its periodical holdings was also prepared and distributed to all teachers in the district. This list, showing dates and indicating what material was on microfilm, was of particular interest to the teachers, not only in preparing their assignments, but also in locating the outside reading material required for many of the courses which the teachers themselves were taking. This list, updated annually, has been of considerable assistance to all faculty members in the district and the student population.

The public library director also received permission from the superintendent of education, and individual school principals, to speak briefly at faculty meetings in elementary schools in the district. In this way, it was possible to discuss directly methods by which the public library services could be utilized and effectiveness of present programs. In holding such a meeting, the public librarian should not be defensive. Indicate from the beginning that you are there to be criticized, to find out what's happening, how the school public library cooperative programs are being received, and what experiences the teachers are having in using the public library. You will get a number of complaints. You will get some gripes about some services, but you will also find out where the program is working and you will make the teachers more aware of what the public library is trying to do for them and their students.

A suggestion was that the Levittown Public Library prepare curriculum units of books, pictures, films, filmstrips or slides usable, for example, by a third grade social study class studying a geographic area. These curriculum kits of 10 to 25 books could be circulated to the students for one to two weeks. Although this material might be supplied by the school or school libraries, we have explored several subjects with school officials and this fall we hope to distribute the first four kits to the schools. These curriculum kits might encourage teachers to stagger their assignments throughout the district so that everyone is not studying "eskimos" at the same time. If there is only one curriculum kit available, all nine elementary schools cannot use it at the same time, and there must be flexibility within the school program so that staggered assignments would be possible.

Another task undertaken by the public library was the analysis of problem assignments, the distribution of this analysis and its conclusions to all principals, school librarians and administrators in the district, and recommendations for corrective steps to be taken. A series of studies was begun in 1965 when the first analysis of a year's activity was available. The analysis was based on assignment information gathered on forms at each of the service desks in the public library during the preceding year. Whenever we were unable to satisfy an assignment because it had been assigned to too many students or for whatever reason, a problem assignment form was filled out. These forms were collected over a period of 12 months and the results analyzed. Thus, we were able to pinpoint grade levels where the greatest problems existed, the subjects which caused them, the reasons for problems, teachers whose names recurred regularly in the problem assignment list, and schools where problem assignments were prevalent. This information was of considerable value to combat problem assignments.

Meetings, even though brief and irregular, between the public library director, elementary and secondary school principals and school librarians, are essential, so that progress of the various programs can be explained, questions asked, and points of view clarified, and other methods of school and public library cooperation discussed.

One final project, which I recommend to you as a National Library Week activity, is joint publicity by the school district administration and the public library to publicize to the community the activities undertaken as part of school-public library cooperation. Where the people vote annually on the school-and-library budget, it is most desirable that they be assured that maximum cooperation exists between these publicly supported institutions.

During National Library Week in 1965, the local newspaper gave us a full centerfold spread concerned with school and public library cooperation. School librarians, teachers, and school administrators appeared prominently with public library officials. Such a joint publicity effort can promote better understanding of school-public library cooperative projects throughout the community.

A vast amount of individual time is required for most of these programs, but little cash outlay. They require patience, persistence, and initiative to examine other viewpoints and seek new solutions to problems, and innovations in library service which will serve the school student at both public and school libraries.

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From *American Education*, December 1967-January 1968

LIAISON LIBRARIAN

By PAULINE WINNICK and WILLIAM A. HORN

A teenage girl approached the desk at a public library one afternoon recently and asked for material on hippies. The librarian helped her to find several current periodicals, and before the girl had even seated herself, two more teenagers were at the desk with the same request. Ten minutes later there was a crowd of young people pleading for "anything on hippies. It's for an assignment."

About this time the phone rang in the library of a high school a short distance away. "What about this hippie business?" The public librarian wondered why her library hadn't been told about a special assignment with library requirements it couldn't hope to fill without reasonable forewarning.

"Assignment? Hippies? Gracious!" The school librarian hadn't been told about it either. End of scene. Cut camera.

Significant in this little drama are: a group of public librarians thwarted by a situation that made it impossible for them to serve those who asked their help; a puzzled and embarrassed school librarian who should play a continuous and key part in the school-public library relationship; a teacher who is cheated of the satisfaction and fulfillment her job could give; and a class that failed to complete an assignment.

Most important by far are the students. School assignments should be mental matches that kindle fires of curiosity in students and ignite their interest over a wide area. But they can merely flare and fizzle, leaving a blister of disappointment. Most librarians are distressed when they have to turn away students empty-handed, for they know that curiosity aroused and repeatedly left wanting can languish into apathy. Those who would be enthusiastic users of library services become, instead, library dropouts.

Today's education must include usage of the vast flow of information that started in recent years and continues its relentless swell. The library—or instructional materials center—of an elementary or secondary school, or even a college, has proximity to the classroom and ought to be aware of the curricular focus, but it alone cannot cope with the deluge of new materials. The public library, on the other hand, though often hard pressed, may have facilities, materials, and hours of service that can effectively supplement the school library service to students. Owing allegiance to its entire community, the public library respects and responds to the needs of all its young people whether they come as students, club members, hobbyists, information seekers, or curiosity satisfiers.

Thus, the resources of the two kinds of libraries reinforce each other. Both are needed by the individual who would prepare for a productive life.

In a policy statement on the responsibilities of State departments of education for school library services, the Council of Chief State School Officers said: "Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, public librarians, and other community leaders concerned with youth."

Dinah Lindauer, coordinator of the public library-school relations project in the Nassau Library System on Long Island, a staunch advocate of better cooperation between public libraries and schools, describes the situation this way: "One must deplore a state of affairs which permits the library needs of children and young people (as students or otherwise) to be met inadequately because we still say 'Let George do it.' The public library, inundated by students, thinks of the school library as 'George.' The school administrator . . . may be tempted to shortchange his own school library program and depend on the 'George' public library. In some areas, token service by a public library may even postpone more adequate support for the school library program, while dissipating the community library's ability to meet other needs."

To bring about a desirable closer working relationship between the school and the public library, a new species of librarian has emerged—the liaison librarian. No one person can or should be held responsible for school-public library cooperation. It is a responsibility that must pervade the personnel rosters of both institutions. The liaison librarian sensitizes the others to this responsibility and establishes lines of communication. Once that's accomplished, he can give the program greater depth by assisting school supervisors to prepare reading lists for curriculum guides, helping teachers to create and update relevant bibliographies, bringing all hands together to provide library skills and materials that could bring young people to a full realization of their capacities.

In the spring of 1962, the *Wil-*

son Library Bulletin, one of the Nation's most widely read library periodicals, directed a series of questions about students' expanding use of libraries to approximately 5,500 public libraries in the 50 States and eight Canadian provinces. Findings among the 1,801 returns revealed that 97 percent of the libraries welcomed increased use by students, although 44 percent found they presented a discipline problem. With a view to cooperation, 45 percent of the libraries approached the schools, while only 18 percent had schools approach them. To the question, Do teachers provide advance information about assignments? only seven percent answered yes.

Some of the most common problems posed by student use that were mentioned by librarians are overcrowding of facilities, inadequate staff and time to serve satisfactorily both students and adult users, increased wear and tear on periodicals, and inordinate demands on the library collection by mass assignments, frequently made without advance notice. Some librarians, looking for a solution, imposed restrictions on teenage students: they may use the library at only certain times, or they may be limited to a few books and denied access to certain reference areas. Other librarians vehemently condemn this practice. Doris Ryder Watts and Elaine Simpson, who wrote an article on this study for the November 1962 *Wilson Library Bulletin,* quote an Ohio librarian on this point: "How can librarians talk about improving service and limiting use in the same breath? The teenagers are the heaviest users of libraries. Without them public libraries would be dead, dreary, and dismal."

With the library problems delineated by the study, James E. Bryan, director of the Newark Public Library and then president of the American Library Association, announced a "conference within a conference" in Chicago in 1963. Librarians from all types of libraries came together to discuss what could be done about the situation.

At approximately the same time, Lowell A. Martin, former dean of the graduate school of library services at Rutgers, The State University, surveyed the student use of libraries as part of the comprehensive Deiches Fund Studies of Library Services for the Enoch Pratt Free Library in Baltimore. Dr. Martin's findings spotlighted the seriousness of the situation:

"The schools depend on reading as a significant element in education, but adequate provision has not been made for student reading materials either in the schools or in the community-at-large.

"Within the next five to eight years, the situation will move toward a crisis, and unless met in some way will distinctly deter the educational growth of young people and undermine the service programs of libraries."

The U.S. Office of Education has cooperation between school and public library in mind as it administers programs that strengthen the resources of both through the Elementary and Secondary Education Act (ESEA) and the Library Services and Construction Act (LSCA).

One direct outgrowth of the Chicago conference and the Deiches Study was the liaison librarian. Of all the States, New York thus far has been most receptive to the idea. It is the only State to have a school liaison consultant on the State level; Robert Barron now holds the post. While this position is supported by ESEA funds, public library-school relations projects and coordinators in the Nassau, Westchester, and Nioga library systems were realized with LSCA grants. In Maryland, public libraries in Baltimore and Prince George's County expressed their faith in the permanent importance of liaison librarians by establishing budgeted staff positions.

In 1964, the Nioga Library System, headquartered in Niagara Falls, N.Y., received a Library Services Act grant of $44,794 to improve public library service to students within its area. (Under this Federal grant, the position of school-library coordinator, now held by Dorothy Goldberg, was established. In a report on public library-school cooperation covering 1964-66, Mrs. Goldberg wrote:

"In early 1966 the Nioga Library System received a special purpose grant of $40,000 under title II ESEA to provide for the supplementary book materials to be loaned to school libraries. Limited to social studies materials, the books are now available on short-term loan on a first-come, first-served basis. Loans to schools are coordinated with loans from system LSCA materials to public libraries. The aim of the experiment is to make as much material as possible available to the student in and out of school at the time of the assignment."

This project demonstrates the need for the fullest development of school library resources.

In another example of successful liaison, Loretta Winkler, former public library-school relations consultant in the Westchester (N.Y.) Library System, supplies quantities of needed titles in paperbacks. This project has brought about a more effective cooperation between 38 autonomous public libraries and 102 public, parochial, and private junior and senior high schools with more than 75,000 students. Miss Winkler said that, although goodwill was not lacking, "on the whole the administrators had not really considered 'student use' an educational problem as well as a library problem." In setting up her program, she also noticed that there was a "basic lack of communication . . . not confined to librarians, either school or public, but shared by school principals and superintendents and indeed by boards of education and public library boards."

The key to the situation is opening lines of communication. Julia Losinski, coordinator of public library and school relations in Prince George's County (Md.) Memorial Library, in discussing the importance of contacts and channels in liaison work comments, "Branch librarians or staff working directly with young adult readers joined me in visiting the schools so that a contact could be established in the area serving the students. We stress that contact with teachers be maintained through the school librarian rather than made directly."

For librarians who would gain better working relationship between public libraries and schools, Dinah Lindauer offers some suggestions.

☐ Collect and disseminate to local libraries information on Federal, State, and regional programs in the field of education which are likely to have public library implications.

☐ Plan and program meetings and workshops for public library personnel on techniques for improving cooperative relationships with school districts.

☐ Join school library organizations and interpret public library programs and policies to school personnel at their meetings.

☐ Work in cooperation with other regional consultants to broaden and improve local public library relationships with local school district personnel.

☐ Promote experimentation for improved cooperative programs to meet student needs.

If the liaison librarian can fulfill ali these suggestions he probably will have succeeded in establishing the communication and rapport he set out to establish. But there are always some knotty and unforeseen problems. Clayton Rhodes, liaison librarian at the Enoch Pratt Free Library, mentions one that tripped him.

"Once," says Mr. Rhodes, "with the help of the school librarian I convinced a teacher to give her students a choice of ten titles instead of assigning one book for a class report. Among the ten titles she included "A Visit to a Small Planet." There's something alluring about that title, for almost the entire class swooped down on the branch library and asked for "Small Planet." The results were practically the same as having one book assigned."

In those places where the liaison librarian—or his pattern of liaison—operates, these hippie and small planet episodes are becoming increasingly rare. The problem now becomes one of getting more liaison librarians in more places. ■

Miss Winnick is OE's specialist in library services to children and young adults. Mr. Horn is our associate editor.

From *The Bookmark*, January 1968

TOWARDS A COMMON GOAL; COOPERATION - SIGNS OF THE TIMES*

By Robert E. Barron
School Library-Public Library Liaison
Division of Library Development

Were I to choose a single word to describe or epitomize the various activities of our times, it seems to me that word would have to be "cooperation." Whether we are considering religion or affairs of state, common daily living or extraordinary events, all these things and the planning for them must be accomplished through dialogue, meetings, discussion - all for the purpose of obtaining final cooperative action.

For our discussions today let us look again at the definition of cooperation. Cooperation is an act or instance of acting together for a common good, purpose, or benefit; joint action or the combination of persons for purposes of production, purchase, or distribution for their joint benefit.

We read and speak of communications networks for libraries; of shared resources for regional libraries; of teletype reference service; of nationwide, computerized systems of exchange - and we are not looking into a crystal ball: these achievements are NOW. "Cooperation is what is happening" (to paraphrase the National Library Week slogan). It is exciting to be a part of these times.

No longer is the question "Can I do this?" but "Whom would this help?" "Where can I get cooperation on this project?" And "to cooperate," by the way, is not defined as "getting someone to do what you want." It is acting together for mutual advantage. As I have traveled throughout the State this spirit of cooperation has been very evident. There are traditional patterns of cooperation as well as new ones which should be encouraged and continued. All cooperation must have as its beginnings individual face-to-face relations. Regularly scheduled meetings keep one informed about new developments and trends, about problems that are occurring and constructive ways to meet them. Established channels of communication and contact for mutual benefit include the exchange of booklists, bibliographies, and purchase orders. There should be specific designation of particular areas of responsibility for purchase shared by institutions. There are regular class visits from the school to the public library, book talks, joint meetings on selection of materials, combined sponsorship of exhibits, and programs to promote public relations. Personnel can be hired to act as liaison between groups at the State, regional, and local levels.

The changing patterns of the times are also reflected in the schools, where the increasing emphasis on individualized learning is creating the demand for better library resources, increased facilities to house both print and nonprint materials that are cataloged and classified together for ready access by both teachers and pupils. Curriculum revisions are sweeping through all areas of the educational program. The nearly 30 percent increase in the number of people in the 5- to 18-year-old group that has occurred since World War II affects library programs along with other aspects of the educational program. Compulsory school attendance, efforts to bring dropouts back into school, and the emphasis on the need for education beyond high school compound the problem of school enrollments and the demand for expanded library services.

Much has been done to seek solutions to these ever increasing needs for materials, space, and personnel to cope with the demands being made on school and public libraries. National attention has been focused on the strain of student use of public libraries, on the limitations of school libraries, and on the critical need for improved service in both school and public libraries. This attention has stimulated joint action and mutual understanding, but much remains to be done.

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*Keynote address given at the Mid-York Conference on Cooperation, in Utica, New York, October 25, 1967. Approximately 125 school and public librarians attended.

As a point of departure for discussion and perhaps to promote better understanding of the role and interrelationship of school and public libraries, I offer the principles adopted in 1961 by the Council of Chief State School Officers:*

"1. The school library serves the community. Teachers and pupils are members of both the school and the community.

"2. Public library service, including service from State, regional, county, and community libraries, may supplement but never supplant the school library. Service which replaces the school library impedes the development of school libraries to the detriment of service to teachers and pupils, and tends to separate library materials from instructional programs.

"3. The school has the primary responsibility for instruction and guidance of children and youth in the community use of libraries. The program of library instruction, directed by school librarians, has the broad purposes of teaching library skills adaptable to all types of libraries, and encouraging pupils to use libraries for continuing self-education. School librarians, teachers, and public librarians should cooperate in planning instructional programs in the use of libraries for educational and recreational purposes.

"4. Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, and other community leaders concerned with youth. These principles apply in all types of communities and to all levels of schools. They can aid in cooperative solution of problems and in cooperative acceptance of opportunities concerning library services to students in any community."

The major problem for secondary school students is the inadequacy of school libraries. The collections are too immature to meet the rigorous demands of today's education. This condition is due partially to the lack of financial support to provide necessary collections, partially to limitations of established selection sources for guidance in the choice of book and nonbook materials, and partially to limited vision and the lack of trained librarians to provide the necessary guidance and judgment in developing the collection.

Scheduling presents another problem in the utilization of the school library. The student does not have the time during the day to use the school library. If he travels miles to school by bus or car, then once he has left school it is frequently more convenient to use a nearby public library. Too often there is no choice, since the school library is not open at the times the student needs it - after school, evenings, and weekends. Also, there is the aspect of welcome. I have not yet been in a public library that required a pass to enter other than perhaps a library card.

The scarcity of trained librarians and the failure on the part of school systems to employ an adequate number of librarians to serve students and teachers adds to the problem.

One of the most serious aspects of library service to students, both for school and public libraries, is the lack of communication. This problem has always existed but becomes more serious as demands for service increase. To remind myself of this, I used to keep the following quotation on the wall of my school library office: "The biggest obstacle to communication is the illusion that it has been accomplished."

Some changes in library service to students, however, may be seen. Meager school library budgets are being boosted locally in order to qualify for funds under the National Defense

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**Responsibilities of State Departments of Education for Library Services.* Washington, D.C. Council of Chief State School Officers, 1961, pp.14-15.

Education Act, and the Elementary and Secondary Education Act. There has been a 10 percent increase in the number of trained school librarians in the last three years, and yet almost one-third of our elementary schools are still without school libraries and librarians. Paperback books are being purchased in quantity by both the schools and the public libraries to meet the demand for specific titles. Periodical collections are being built up to serve reference needs. While storage remains a problem, the cost of microfilming and microfilm readers is now within the budget of many libraries. Both ESEA and LSCA (Library Services and Construction Act) have provided some of these funds for increased reference facilities and for general improvement of service to students.

We see a movement to consolidate school districts into larger units to provide more diversified educational opportunities, just as we see the move to consolidate BOCES (Boards of Cooperative Educational Services) into larger units called ACCES (Area Centers for Cooperative Educational Services). The latest addition to these cooperative bodies are the Regional Educational Centers, which are an outgrowth of Title III of the Elementary and Secondary Education Act.

In other areas such as public libraries, special libraries, colleges, and universities, we also see this trend toward cooperation. Ninety-five percent of the public libraries in New York State now belong to one of the 22 systems which cover the entire State. Newer developments include the establishment of the regional 3R's program and the programs which have resulted from it. The improved New York State Interlibrary Loan (NYSILL), with its accompanying FACTS project, is one of the largest, if not the largest, pilot programs ever undertaken in the area of interlibrary service. Another venture is the series of studies now being conducted with regard to the establishment of centralized cataloging and ordering, with dispersed preparation centers for both school and public libraries.

Still other areas in which I feel that worthwhile cooperative projects might be developed are:

1. Interlibrary loan communications systems;
2. Recruiting;
3. Public relations;
4. Dial-access carrels in schools, public, and special libraries tied into central information banks;
5. Union catalogs on a regional basis done by computer;
6. Union lists of periodicals on a regional basis;
7. Inservice training, perhaps utilizing television or video tape;
8. Extended school library hours and improved collections;
9. Involvement of all institutions in the development of new facilities for any particular agency;
10. Closer relations between systems and BOCES;
11. Joint support of campaigns for adequate budgets to increase material holdings, raise salaries, improve facilities;
12. New ways to reach the nonuser, such as Brooklyn's Sidewalk Service, New York Public's North Manhattan Project, Cleveland's Step a Little Higher, and Buffalo's Lookie-Bookie;
13. Job swaps, for mutual understanding.

It is important that we leave today with the clear recognition that library service, like any other public function, can be neither administered nor planned in a vacuum. At a conference held in Chicago, in September 1965, on "Statewide Long-Range Planning for Libraries," Dr. Lawrence L. Durisch said: "Those who would plan in the field of library service must be very much aware that 'dynamic' is the compelling adjective which characterizes the forces which today are shaping and reshaping our society. ...The nature of our society - undergoing as it is the ordeal of rapid change - provides a backdrop before which all public planning, including that for libraries, is carried on. Change, even desirable change, gives rise to many anxieties, for we fear that which we cannot fully understand. Program planning today is carried on in an atmosphere dominated by latent foreboding and keen anticipation of what the future has in store for our civilization." (Dr. Durisch is Head of the Government Relations and Economic Staff of the Tennessee Valley Authority.)

In conclusion I would like to summarize

my remarks with nine points on cooperation and four operating hypotheses that were made by Charles A. Nelson, President of Nelson Associates, Inc., at the Chicago conference.

1. Cooperation is desirable when it benefits the institutions individually or makes them more effective collectively.

   Cooperation among institutions is not good in itself; it must serve some end.

2. Each participating institution in a cooperative venture must benefit.

   The argument for any institution's engaging in a cooperative venture should never be reduced to the mere benefit of appearing to be cooperative.

3. Cooperation is a voluntary act.

   Each institution continues to control its own destiny. Coercive tendencies, including coercive remarks by institutional spokesmen, must be curbed if cooperation is to be sustained.

4. Benefits cannot always be assumed in advance.

   A pioneering and experimental attitude is essential if cooperation is to achieve more than minimal results.

5. Objective appraisal of the results of cooperation is as critical as advance planning and sound implementation.

6. Successful cooperation must take into account the legitimate ambitions as well as the present status of each cooperating institution.

7. A degree of rivalry and competition is inevitable among similar institutions in the same locale.

   Cooperative efforts can keep these sentiments constructive but should not be expected to eliminate them.

8. Cooperation must not impose uniformities which tend to destroy the special character of each of the cooperating institutions.

   If, as previously asserted, cooperation must be for the benefit of each institution, it would be contrary to the whole object if the cooperative effort itself produced results altering the character of the institution.

9. Conversely, uniformities which produce economy or other benefits without damaging the special character of the institution are not to be feared.

HYPOTHESES

1. No institution is so rich in resources that it can be assumed to have nothing to gain by cooperation.

2. Cash transactions can be an appropriate element in cooperative efforts.

   When one institution can provide a service and another institution cannot obtain that service elsewhere, or can obtain it only at greater cost, a dollars-for-services transaction may be the best means of exchanging benefits.

3. The support of the top leaders in each institution is essential to successful cooperation.

4. The cooperative effort must be professionally staffed if permanent and significant results are to be achieved.

From *The Bookmark*, March 1968

WHO IS RESPONSIBLE?

By Mrs. Dinah Lindauer
Coordinator of Programs and Services
Nassau Library System

A speech given at a conference on Service to Young Adults, held in Albany, New York, October 30-31, 1967.

I would like to begin my remarks this morning with some comments on "what I am not" and how that affects what I plan to say. First of all, I am not a scholar in any discipline, including librarianship. I am not able to reinforce my comments with statistics based on research that I or others have conducted. I suspect that many of you are as unscholarly as I am. We are primarily practitioners in a profession that is fortunately beginning to devote more of its energies to scientific methods of testing the hypotheses on which we base our programs and services. I have a healthy respect for the tidy tabulations that the scientific approach generally produces. Alas, however, I have no shock figures to offer you as motivation for action.

Next, I want to emphasize that I was born and schooled in New York State. With the exception of a brief sojourn with the Enoch Pratt Free Library, my professional experience has been in New York State libraries. I therefore disclaim any right to speak as a visiting expert who can tell you how we get things done back home. Back home, of course, is Nassau County, and although I am always ready to extoll the virtues of life in that downstate strip of real estate, I am sure its libraries have not yet cornered the market on creative thinking. I speak, therefore, as one who is most familiar with the library conditions and library challenges of this State.

Last, I have to admit that I will be unable to offer you the special insights and stimulation that might be possible if I were something other than a librarian, and a public librarian to boot. I cannot bring the specialist's dimension to bear on the topic because I am not a sociologist, psychologist, political scientist, physiologist, systems analyst or educational communications expert. To my qualifications as a librarian, I can only add the battle scars of a library user, a parent - a PTA-er, a public library trustee, and a Friend, with a capital "F," of libraries. Happily then, the tools and techniques at my disposal are yours too and the questions I ask are only an echo of your own. With that beginning and with your own deliberations this morning, what we hope to come up with is a blueprint for action.

The question posed for this morning is "Who is Responsible?". It might more specifically have been "Who is Responsible for Planning, Initiating, and Carrying Out Library Services to Young Adults Which Involve Intersystem and Interagency Cooperation?". And more important, how is it done and to what purpose? I would like to use a mnemonic device to get us started and so I add to a hopper that already contains 3R's, FACTS, ANYLTS, NYSILL, and SLUCAP, and TEC, a Lindauer recipe for 4M's. The ingredients are Motive, Manpower, Message, and Method.

Motive, of course, is why. Why do we need to take the time, an ingredient which is scarce for all of us, to go beyond our own systems or our own library agencies to reach the young people at whom our services are directed? If we can presume that we all share certain basic assumptions as a foundation for the library service we offer, a library function that is common to all age levels, why then should the young adult specialist assume the leadership role for a job that needs to be done at all age levels? I suggest to you that the reason is an urgent one. Young people are in a crisis situation. They are in need of the library's unique ability to bring the entire range of resources of human knowledge and ideas to the service of the individual. They are able to comprehend, but not yet committed. They are able to question, but not yet alienated. Teenagers stand at that point of time in human development when they are most in need of the raw materials with which they can make their own choices. "How shall I be a man and do the things that are a man's work in the world?" "How do I understand the legacy that I inherit that is today's civil rights, Vietnam, or Middle East crisis?" "How shall I choose when it is my turn to fight, to vote, or to die?" Because we Americans were earliest to codify an entire teenage culture, our libraries reflect the needs of that distinct group through special collections, facilities, and services. However, the extent to which we budget ourselves to meet the needs of this age group might well take note of a parent's philosophy in family living. Though he be one of ten children, the child in crisis receives more than a tenth of a family's resources of time, money, and attention. To meet a crisis the family turns to all who can join forces in the battle. Not because it is easier, because it is not. Not because it is cheaper, because it is not. And not because it is faster, because it is not. To work alone when the need is so great suggests that our goals may be too narrowly defined, or perhaps not defined at all, or that we have allowed ourselves the luxury of not reevaluating our priorities in the face of a revolution. Our motive then is need. We too have a choice. We can choose to busy ourselves with the comforting and familiar trivia that sometimes passes as a purposeful program, or we can begin to seek allies wherever we can find them, to help us design the tools and the materials and the programs that we need to meet these new challenges.

But what of manpower? Who is to undertake the planning and the doing in face of a widespread attitude that places young adult specialization near the bottom of a system of individual library staff priorities?

It was not too long ago that the prevailing attitude seemed to be, "Last one in is a young adult librarian." One graduated into more desirable reference and administrative positions after serving time as YA low-man on-the-totem-pole. Now, with shortages even more acute, even reasonably well-financed YA positions go begging while librarians who can tolerate teenagers go into school positions. But the work to be done is urgent and cannot wait for the glacier slowness of our recruiting plans. I do not think that we have to. YA consultants select materials, conduct workshops, compile lists, and design programs and other things and wherever we have them, that is what they are doing, over and over and over again. If we could share our expertise in some of these traditional tasks, perhaps we would then be able to take what I consider to be a logical step and attempt to meet some of our needs with specialists who may not be librarians. We need people who are concerned about teenagers, whose task it would be to identify the kinds of informational and developmental needs that can be met within the library function. We are accustomed to selecting from materials, in print or otherwise, that are produced by other agencies. With the possible exception of community resource files, community calendars, and booklists, libraries have not taken on the job of recording information. Yet as a barometer of informational needs of a community, who is in a better position to identify the kinds of information people need at various times? Here I use the term information in its broadest sense to include the resources that promote emotional growth, as well as intellectual comprehension. To identify those needs it would be essential to work with agencies whose activities are part of the vital concerns of teenagers. After identifying needs would come the job of locating resources. After locating would come producing or stimulating the production of whatever forms of recorded communication we needed to get the job done. This is already an accepted concept in many modern school libraries, particularly those that are designing their programs within the Instructional Materials Center concept. School libraries are beginning to identify and design instructional materials tailored to specialized needs. "How do you communicate an idea, a concept, an emotion, a mood?" The same potential exists outside the formal educational structure to analyze the needs for resources and to see that they are made available. The ramifications of such an approach are probably shocking, in that they suggest a whole range of specializations which we might expect to find in the single position of YA specialist.

What I would like to pose for your consideration is the possibility of planning to share specialization across even larger regional lines than individual systems now include. Could we not share the book selection expertise of one, or at most two, highly trained teams whose work would generate the evaluations, the reviews, the recommendations for an entire State, rather than invest the time it now takes to evaluate the same materials 22 or even 12 different places? Surely if this were an accepted objective, the mechanics could be developed so that we could use our fast developing technical capabilities to move the information through the State as quickly and efficiently as we now hope to with FACTS or NYSILL. We might then be able to afford, both financially and in terms of time, the additional specialists that are needed to focus on other target areas, either by types of materials or types of activities. The expertise that such a statewide approach could offer is a logical next step to some that we have already taken. Selection at the system level is already relied on as a guide by individual libraries in order to release time locally for utilization and application. Cooperation in the area of selection at least has an advantage in that we already have reasonably common objectives. Where differences of philosophy in selection appear to exist, may it not be because we have argued about mechanics, rather than goals? Who then is responsible for doing what? I would like to propose that we begin to think in terms of an interloan network of YA expertise. We accept the fact that special materials resources can be shared through a network. Why not the expertise of highly qualified specialists who would focus on different target areas? We need YA book experts, YA program experts, YA phonodisc experts, YA workshop experts, YA film experts, YA graphics experts, YA community organizers, YA urban experts, YA rural experts, YA reference experts, and probably a great many more, and some of these experts may not even be librarians. But as a statewide team, we could all have all of them.

The manpower question forces us to think of intersystem cooperation. Message requires us to think of interagency cooperation in order for our team of experts to be able to select, to program, to design, and to produce the resources in materials and services that will respond to the specific and changing needs of young people. They will need to be in constant touch, not only with the young people themselves, but with all other community agencies that are concerned with teenagers. Heretofore we have tended to think of these as outlets for disseminating publicity about library-planned programs and, somewhat less, for identifying needs that may as yet be unrecognized in our collections and services. Let me use one concrete example. In developing collections or programs in the field of vocational guidance and information, our procedure has been to see what was available from the usual sources, from the publishers or governmental agencies who print the books or pamphlets in these fields. We select from what is available the most accurate and the most up-to-date, and from there we build our collections. We may go a step further and tell vocational guidance counsellors and teachers what we have. We may plan a careers fair and display our wares and invite teenagers to hear from the practitioners. We probably publish a booklist. We most certainly publish a booklist. I suggest that this approach has actually skipped a necessary step number one. What we have not been doing is asking the right people what kinds of resources we need to have. To draw on examples from Nassau County, we could ask the Youth Board, the New York State Employment Service, Youth Opportunity Centers, the Division of Parole, the Vocational Guidance Interest Group, Long Island Chapter of the National Secretaries Association, and a dozen others. We would like to know from them what they see as the kinds of information their own program suggests to them teenagers would need in preparing for and finding employment. Let me speculate and suggest that you might come up with something like an annual spring list of places for teenage summer employment in your locality or a fall list of places for part-time jobs for teenagers. No one is doing it now on a county basis. The library is only one of the places that would find such a directory useful. Who is going to do it? I put it to you that getting one produced is as much a part of the library function as buying a commercially produced directory or doing a booklist. I do not propose that you produce all the needed directories that analysis suggests to you. I mean that once you have identified a need for information that the teenagers want and need, you try in a variety of ways to fill that need. Perhaps one of the aforementioned agencies will produce such a directory and sell it. Perhaps the PTA council will sponsor it as a public service project. Perhaps the combination of agencies including the library system would design the mechanics, share the cost, and distribute the directories free of charge. It is not a booklist, but is it a library function?

Let me give you another more complex example. How would you go about meeting the informational needs of teenagers who are going off to college and will be away from home for the first time? We give them lists of "Fiction for the College Bound." What do we give them to help with the choices they will be making on their own in the areas of premarital sex or military service or black power movements, or so-called mind-expanding drugs? Here we may want to talk to the Mental Health Association, the Commission on Human Rights, Planned Parenthood Association, the County Council of Churches or the PTA, to help us develop the materials and the programs that will give our youngsters something more to pack in their college trunks besides miniskirts and fisherman sweaters.

The examples I have given only begin to touch on the possibilities: the special needs of the urban teenager, the disadvantaged, the alienated, the outsiders who want to be insiders, and the insiders who want to be hippies; all the information, the standards and values, the philosophies, the understandings that are communicated through our stockpiles of materials and services. And I like that word "understandings" because I think that some of us may be hung up on books, yet we get our "understandings" in more forms and in more ways than just by reading.

Let me pause for a moment with a question that always crops up at about this point in any projection of new approaches. Why should we stimulate tremendous demands that will require energies, funds, facilities, and manpower when we do not have enough to do the narrower job we are already attempting to do? The way I see it, the public library program must change and grow in response to a society that now has a choice among a variety of sources that provide traditional library products - books and information. The public library stands at that point in the community where it is able to identify needs for information as well as to organize and disseminate it. As some of our traditional techniques change and some of our functions are more successfully assumed by other agencies, we should be ready with our plans to strengthen and expand our capabilities to provide the facilities and the raw materials for individual choice and discovery.

I come now to speak of method and it appears that I have been talking about method, or how, all along; yet this is for most of us the heart of the matter. My own personal schedule of how, would be to proceed somewhat as follows:

We must take a hard look at the kinds of activities that now occupy most of our professional time and attempt to organize those elements that lend themselves to cooperative action into a statewide plan. How can we make our book examination, evaluation, and selection more efficient? Can we use dataphone, TWX, facsimile reproduction, closed circuit TV, CATV, to meet each librarian's and each system's selection needs? Can we use closed circuit TV for our workshops and inservice training activities? Can we prepackage some of our programming to include display units, booklists, books, and suggested speakers on priority topics, and schedule them to move from region to region? These approaches are technically possible now. I would next look at the kinds of specialization needed to mount a multidisciplined approach to the library function. At the system level we have already recognized that certain types of management and public relations expertise need not be provided by professional librarians. What kinds of adjunct staff can work with YA librarians in a multisystem region to help them identify, produce, and disseminate materials and services for teenagers? Industry and education appear to make practical use of the per diem or part-time consultant. Thirty years ago a teacher tried to fill a role that is now filled by a whole staff of specialists in a school situation. Are we making the same mistake when we expect our YA consultant to be a psychologist, a sociologist, an expert on folk-rock, an expert on American fiction and English fiction, on social studies materials, and every kind of expertise related to an ideal program? You find in a school system, responsibility divided along specialist lines, a whole staff of people who come in either on a full-time basis or on a shared-time basis. These people are helping the teacher, or perhaps the librarian, to do the job that is the special function of that person. As one example, libraries have reached the point where they could use the services of a creative specialist in the field of communications to help analyze some of our outreach programs. I was particularly interested in the description of the Venice experiment because I wondered how many of the kinds of people who are attracted into the field of public library work could have taken on that kind of an assignment. Are we fooling ourselves when we assume that everyone who calls himself a YA librarian or a YA consultant can perform in a way that involves going out into a community and using a kind of know-how that has not been used by libraries before? Perhaps what we need to do is to send someone into the community who is not a librarian but would be backed by a librarian, someone who would add another kind of expertise to the outreach program.

Top priority needs to be given to establishing regular and ongoing lines of communication and planning for young adult services amongst all of the State's library systems. Within each system area contacts should be made with regional, public, and private agencies and organizations concerned with the teenage group. If our experience in Nassau County is typical, many of these agencies could help each other and do not even know it yet. Many have no inkling of how they fit into the library's program or how the library can fit into theirs. Tedious groundwork needs to be covered in just learning who is doing what.

You may have noticed that I have not pulled out as a separate group in any way, relations with schools, because I think that public libraries have been wasting too much time in getting hung up on this question of relations with schools. I think that here, in New York State particularly, we have people in schools and in school libraries who are vitally concerned with building a program that will meet the library needs generated by the school. It is not going to happen immediately but if we take all of our time trying to tell school libraries how they should be doing their job, we are not taking the time we need to decide how we can do our job, our special library thing, better than we are doing it now. We may have been doing somebody else's job for so long we have forgotten what we were supposed to be doing in the first place, but I do not think we ought to waste any more time on that particular hang-up.

With that I will conclude with a homemade allegory. Like all allegories it has lots of oversimplification and imaginary characters.

> Once upon a time there was a housekeeper who also happened to be a mother of three children. One day, as she was cooking dinner and washing clothes and mending socks, one of her children came home and asked, "Do you think that the pill has had any affect in changing moral values?" And the mother said, "I'm busy now, dear, be sure to do your homework." And the next day the housekeeper was busy preparing a shopping list and washing windows and ironing clothes. Another of her children came home and asked, "Should our government have the right to draft me to fight a war I think is morally wrong?" And the mother said, "I'm busy now, dear, but be sure to wear your warm coat when you go out." And the next day the housekeeper was busy baking a cake, and painting the bathroom, and ordering tulip bulbs for next spring. And another of the children came home and asked, "Do you think the black power movement has hurt the cause of civil rights?" And the housekeeper said, "I'm busy now, dear, could we talk about that some other time?" And on the next day the house shone, the kitchen shelves were well-stocked, and the clothes were all mended and clean, and the house was quiet because the children didn't ask her any questions any more.

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